Institutional Self Study

in Support of Reaffirmation of

Accreditation

August 2010

SAN DIEGO Miramar COLLEGE

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INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2010

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CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: July 2010

TO: Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

FROM: San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

This Institutional Self Study Report is submitted for the purpose of assisting in the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Patricia Hsieh, President

Rich Grosch, President, Board of Trustees

Constance M. Carroll, Chancellor

Kathleen Werle, Vice President of Instruction/Accreditation Liaison Officer/Co-Chair, Self Study Report

Linda Woods, Co-Chair, Self Study Report

Daphne Figueroa, President, Academic Senate

Joyce Allen, President, Classified Senate

Franchesca Gade, President, Associated Student Council

INTRODUCTION

History and Description
Demographics
Accomplishments Related to Self-Identified Planning Agenda from 2004
Student Achievement Data
Program Review, Planning and Institutional Effectiveness
Student Learning Outcomes
Off-Campus Site and Distance Learning
Use of Federal Grant Monies

INTRODUCTION

History and Description

1. History of the Institution

San Diego Miramar College is a public, two-year community college in the San Diego Community College District. In 1969, the College opened on 120 acres in what was then undeveloped land north of the Miramar Naval Air Station, now known as Mira Mesa. Unlike its sister colleges, San Diego City College and San Diego Mesa College, which offered a range of general education classes, San Diego Miramar College began by concentrating on law enforcement and fire science training. Since that time, the College has expanded the curriculum, offering a full range of vocational and academic programs that lead to the associate degree, certificate of achievement, or completion of the first two years of a bachelor's degree. Most recently, in 2009, the College received a substantive change approval from the Western Association of Schools and Colleges to offer 44 online degrees and certificates in 20 program areas.

2. Hourglass Field History

In 1941, the Navy acquired 170 acres from the San Diego County Water Agency to build an airfield, which became popularly known as Hourglass Field. At the conclusion of World War II, the Navy relinquished the land, and it was subsequently used as a civilian airfield between 1946 and 1951. From 1957-1959, Hourglass Field was used for races by the California Sports Car Club and the San Diego Regional Sports Car Club of America. In 1965, the San Diego Unified School District, which administered K-12 and community colleges at that time, acquired 120 acres of Hourglass Field from the Navy for free, with the condition that an educational complex be constructed.

By 1969, the landing field had been plowed over and the Miramar Regional Occupational Training Center accepted its first students (597 day students and 522 evening students) in police and sheriff's academies, fire science, and criminal justice programs. The former airfield became known as the "grinder," where it provided a driving range for law enforcement training. The "grinder" was retired in 2008 when the College started the campus-wide infrastructure construction. Today, the College enrolls approximately 13,000 students in day, evening, and online classes.

In 1971, aviation maintenance was added to the academic program, and in 1975, the Miramar Regional Occupational Training Center was renamed San Diego Miramar College. In 1981, a diesel technology program began with a $400,000 training lab. As the academic program evolved, the College added several more buildings to the site, including the police academy, the interim library, the instructional center, the Child Development Center, Hourglass Field Athletics Complex, the district Computing Distribution Center, the Automotive Technology Center, the Science and Technology Building, the expanded diesel technology lab, and a host of portable/modular buildings serving as classrooms and housing Administrative Services.

In 2002 and again in 2006, San Diego voters passed facilities bond measures to fund completion of additional facilities and expansions on the San Diego Miramar College campus. By 2015, completion is expected on a campus-wide infrastructure project, two new classroom buildings,

a 100,000 square foot library/learning resource center, a student union, and a parking structure. Renovation and expansion to existing facilities include the student service center (interim library), aviation, diesel, automotive technology, and science buildings. Suitable land offsite has been identified for the emergency vehicle operation center (EVOC), and an alternative site is being sought for relocating the fire technology and protection program from the former Naval Training Center (NTC).

3. Partnership Success

San Diego Miramar College has developed successful partnerships with the community and local industry. Public safety partnerships have continued since the College's birth. In 1980, police and sheriff academies countywide combined their training programs to formally establish the San Diego County Regional Law Enforcement Training Center at San Diego Miramar College.

Hourglass Field Community Park, a 32-acre athletics complex, is a joint project of the College, the City of San Diego, and Pardee Construction (phase one). The park serves the recreational needs of the community and provides athletic fields (1994 completion), a three-pool aquatics center (1999 completion), and a fitness center and Field House (2009 completion) for the College's Physical Education Program.

Industry partnerships include/have included Caterpillar Foundation and Hawthorne Machinery (the Diesel Technology and Alternative Fuels programs), Toyota Motor Sales, Daimler-Chrysler (discontinued partnership in 2005 due to low enrollment), Honda, and Nissan (the Automotive Technology program). Each partner has provided tremendous support to the instructional programs in the form of equipment donation and student scholarships/employment. In 2006, the Diesel Technology Building was renamed as the Hawthorne Diesel Technology Center to recognize more than $1.2 million in contributions to the program over 20 years of partnership.

San Diego Miramar College is home to two centers funded by the California Community Colleges Economic and Workforce Development Program to lead statewide efforts to address the biotechnology and advanced transportation technology and energy (ATTE) workforce needs for the state. Fifteen years ago, San Diego Miramar College was named one of ten ATTE centers and one of five biotechnology centers statewide. In 2009, the College received additional funding to act as the statewide "hub," or leader, for all center efforts in biotechnology and advanced transportation technology and energy.

4. Jets Athletics

College athletics officially made its debut with men's and women's water polo in 2000. In an allusion to campus heritage, Hourglass airfield and aviation technology being one of the first programs offered, the Associated Students led a campaign to designate a mascot for the newly emerging athletics program. Students, faculty, and staff voted in spring 2004 to establish the Jets as the official mascot of San Diego Miramar College athletics teams, and the campus colors would be teal and silver. Intercollegiate men's basketball and women's soccer began in 2006 and 2007, respectively.

5. Foundation

In 1994, the non-profit Miramar College Foundation was officially created and announced during the 25th anniversary of the College. Since its inaugural year, the Foundation Board, which is comprised of community and college representatives, has sponsored annual scholarships and award programs, recognized public safety and outstanding leaders in the community, and developed fundraisers that include customized apparel, engraved bricks and sponsored trees in the Leave a Legacy Plaza, vacation packages, Day at the Races, silent auctions, and athletics activities.

Demographics

1. Population and Service Area Characteristics

According to the 2000 census data from the San Diego Association of Governments (SANDAG), San Diego has become a "minority majority" city with no group constituting over 50% of the population; the City of San Diego is becoming increasingly diversified due to an ever-changing demographic population. As of 2000, Caucasians constituted 49% of the total San Diego City population, followed by Latinos (25%), and then Asians (14%). The socio-economic structure of San Diego tends to be dichotomized. That is, the number of well-educated professionals and less-well-educated service sector workers is large relative to the number of middle-income level workers in the City of San Diego (San Diego Regional Environmental Scan Report, 2006, Doc. IN.1). According to the 2000 census data, this socio-economic trend seems to be driven by both the income and educational attainment levels of the San Diego general population. In all, these trends reflect a socio-economic structure that is typical of many post-industrial cities.

San Diego is one of the fastest growing cities in the United States and is considered one of the nation's largest cities. San Diego is projected to grow over the next two decades; however, the growth will be uneven and significant changes to the city's population are expected to transpire (San Diego Regional Environmental Scan Report, 2006, Doc. IN.1). For instance, the majority of the city's population growth is expected to occur in the Latino community. Latinos currently comprise one-quarter of the San Diego city population. However, by the year 2030, Latinos are expected to account for approximately one-third of the total population (SANDAG forecast, 2000). At that time, the Caucasian and Latino populations in San Diego are expected to be comparable in size.

An ethnic breakdown comparison between San Diego Miramar College and its service area showed that both Latino and African American student populations (15% and 5%, respectively) were overrepresented proportionally to the Latino and African American general populations within the college service area (10% and 3%, respectively). Conversely, both Caucasian and Asian student populations at San Diego Miramar College (39% and 15%, respectively) were underrepresented relative to the Caucasian and Asian general populations within the college service area (50% and 31%, respectively).

2. Student Profile

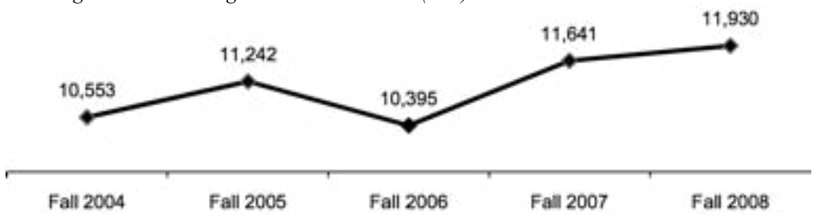
Overall

The unduplicated student headcount for San Diego Miramar College showed a 13% increase, from 10,553 in fall 2004 to 11,930 in fall 2008. In particular, a decline in the student headcount population occurred in fall 2006, followed by a subsequent increase between fall 2006 and fall 2008. The unduplicated student headcount showed a 36% increase, from 5,012 in summer 2004 to 6,813 in summer 2008. Finally, unduplicated student headcount showed a 6% increase between spring 2005 and spring 2009.

Gender

On average, the male student headcount (55%) was higher than its female student counterpart (45%), which remained consistent for the most part between fall 2004 and fall 2008. Both male and female student headcounts increased between fall 2004 and fall 2008, which paralleled the overall student population trend.

San Diego Miramar College Overall Headcount (Fall)



Ethnicity

On average, the ethnic groups that constituted the largest headcount between fall 2004 and fall 2008 were Caucasian students (41%), Asian/Pacific Islander students (15%), and Latino students (14%). The Latino student population increased 30% in contrast to the Filipino student population, which declined 4% between fall 2004 and fall 2008. Both the Latino and African American student population headcounts at San Diego Miramar College (14% and 5%, respectively) were underrepresented compared to the Latino and African American student population headcounts (22 and 8%, respectively) for all colleges in the District.

Age

Students who were between ages 18-24, on average constituted almost half of the student population (47%). Of the total student population, those under age 18 increased 211%, from 47 in fall 2004 to 146 in fall 2008. Most of the age groups exhibited an upward trend in student headcount, with the exception of students between 30 and 49 years of age.

Enrollment Status

On average, 65% of the student population were continuing students. Most of the enrollment status types showed an increase in headcount between fall 2004 and fall 2008. In particular, the number of returning transfer students who were enrolled at San Diego Miramar College increased 49%, from 497 in fall 2004 to 741 in fall 2008.

Educational Objective

Almost half of the student population (44%) selected transfer with or without an AA degree as their educational objective during the five fall terms being reported. Both vocational certificate without transfer and obtaining a high school degree or GED, as educational objectives, increased the most among students from fall 2004 to fall 2005 (57% and 68%, respectively).

Primary Language

On average, 93% of the student population spoke English as their primary language. An increase was seen in the number of students who reported speaking English and those who spoke a language other than English (13% and 16%, respectively), which was consistent with the overall increase in headcount between fall 2004 and fall 2008.

Prior Educational Level

From fall 2004 to fall 2008, a majority of the student population was high school graduates (66%). Students who were current high school students increased 120%, from 84 in fall 2004 to 185 in fall 2008. On average, 14% of the student population had a bachelor's degree or higher, and 7% had an associate degree.

Service Area of Residence

Between fall 2004 and fall 2008, on average, 28% of the students who resided within the San Diego Miramar College service area attended the College. Among the three college service areas, the College had the greatest proportion of students who resided within the College's own service area. Forty-nine percent of the students who resided outside of the District service area attended San Diego Miramar College.

Units Attempted by Units Earned

The greatest proportion (89% on average) of students who attempted and earned the maximum number of units attempted were those in the 0.1-2.9 unit range. The lowest proportion (53% on average) of students who attempted and earned the maximum number of units attempted were those in the 9.0-11.9 unit range. The number of students who attempted and earned between 6.0-8.9 units increased 30% over the five terms being reported, while students who attempted and earned between 9.0 and 11.9 units decreased 38% between fall 2004 and fall 2008.

First Generation

Between fall 2004 and fall 2008, on average, one in five students reported being first-generation college students. This ratio remained constant as the college headcount increased between 2004 and 2008.

Income Level

Between fall 2004 and fall 2008, almost one-third (31%) of the student population reported making $33,000 or more a year on average. The number of students who reported making between $0-2,999 a year on average increased 82%, from 438 in fall 2004 to 796 in fall 2008. More than one-third of students did not report income level; consequently, the data may not be representative of the actual income levels of students at San Diego Miramar College.

Disability Support Program and Services (DSPS)

On average, 3% of the student population received any type of disability services between fall 2004 and fall 2008. This percentage was comparable to the percentage of the overall student population for all colleges in the District.

Extended Opportunity Program and Services (EOPS)

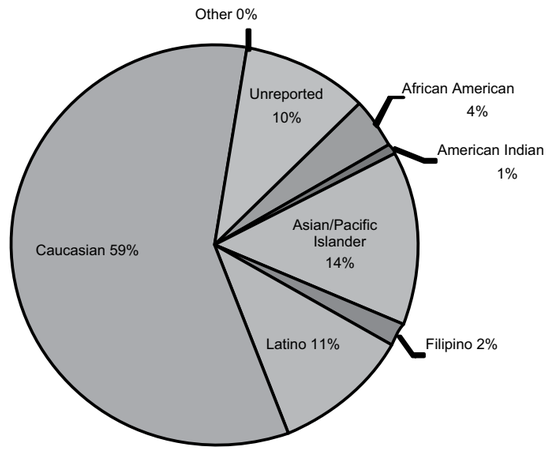
On average, 4% of college students received EOPS between fall 2004 and fall 2008. This percentage was comparable to the percentage of the overall student population for all colleges in the District.

3. Employee Ethnic Profile

Overall

A total of 785 employees worked at San Diego Miramar College during fall 2008. The ethnic breakdown showed that Caucasian employees comprised 59% of the total employee population, followed by Asian employees (14%), and Latino employees (11%). Caucasian employees comprised more than one- third (36%) of the classified staff and made up two-thirds (66%) of the teaching faculty positions compared to other ethnic groups. Caucasian employees also comprised more than one-half of both the management (54%) and supervisory (54%) positions. Asian employees comprised almost one-quarter (23%) of the management positions and 14% of the supervisory positions. Latino employees comprised 8% and 5% of the management and supervisory positions, respectively. African American employees constituted 14% of the supervisory positions.

San Diego Miramar College Employee Breakdown by Ethnicity, 2008



Management

African American managers at San Diego Miramar College were overrepresented (9%) relative to the African American general population within the College service area (3%). Furthermore, African American employees were overrepresented (9%) relative to the African American student population (5%). Caucasian employees comprised nearly one-half (46%) of the management positions and were slightly underrepresented compared to the Caucasian general population within the College service area (50%), but overrepresented compared to the Caucasian student population (39%). Asian managers were underrepresented (9%) when compared to both the Asian/Pacific Islander general population within the San Diego Miramar College service area (30%) and the Asian student population (15%).

Contract Teaching Faculty

Caucasian faculty members comprised approximately two-thirds (67%) of the contract teaching positions and were overrepresented relative to both the Caucasian general population within the College service area (50%) and the Caucasian student population. African American faculty members (5%) were slightly overrepresented compared to the African American general population within the College service area (3%), but representative of the African American student population at the College (5%). Conversely, both Latino and Asian faculty members at the College (7% and 2%, respectively) were underrepresented when compared to both the Latino and Asian/Pacific Islander general populations within the College service area (10% and 30%, respectively) and the Latino and Asian student populations (15% and 15%, respectively).

Adjunct Teaching Faculty

Caucasian faculty members comprised two-thirds of the adjunct teaching positions (66%) and were overrepresented relative to both the Caucasian general population within the San Diego Miramar College service area (50%) and the Caucasian student population (39%). Latino faculty members (16%) were overrepresented compared to the Latino general population within the service area (10%), but representative of the Latino student population. African American faculty (2%) were representative of the African American general population within the service area (3%), but underrepresented when compared to the African American student population (5%). In contrast, Asian faculty members (7%) were underrepresented relative to both the Asian/Pacific Islander general population within the College service area (30%) and the Asian student population (15%).

Classified Employees

African American classified employees (7%) were overrepresented relative to both the African American general population within the Miramar service area (4%) and the African American student population (5%). Caucasian employees comprised more than one-third (36%) of the classified positions and were underrepresented compared to both the Caucasian general population within the College service area (50%) and the Caucasian student population (41%). Asian classified employees (30%) were comparable to the Asian/Pacific Islander general population within the San Diego Miramar College service area (31%) and overrepresented relative to the Asian/Pacific Islander student population (16%). Latino classified employees (14%) were overrepresented relative to the Latino general population within the college service area (10%), but slightly underrepresented relative to the Latino student population at the College (16%).

Overall, Asian employees at San Diego Miramar College were consistently underrepresented across management, contract teaching faculty, and adjunct teaching faculty positions compared to their African American, Latino, and Caucasian employee counterparts.

Accomplishments Related to Self-Identified Planning Agendas from 2004 Accreditation Self Study

Standard I.A.4. The College will take steps to expand awareness of the College mission statement and integrate the mission statement into all aspects of decision-making.

Since the 2004 Accreditation site visit, San Diego Miramar College has taken steps to expand awareness of the college Mission Statement. The Mission Statement is included in all the printed and electronic publications of the college catalog, class schedules, and the College Governance Handbook. The Mission Statement is displayed on several pages of the college web site: Home, President's Message, Prospective Students, Current Students, and Faculty & Staff web pages. On opening day of every semester, the statement is prominently included in the "Welcome Back" program (Spring 2010 Welcome Back Program, Doc. IN.2). Finally, the Mission Statement has also been posted in every classroom and office around campus, and a pocket-sized card with the Mission Statement was distributed campus-wide (Mission Statement Posters and Small Card, Doc. IN.3).

The Mission Statement is the foundation of the College's strategic plan and has been at the center of college-wide dialogue and the annual planning process of the Institutional Effectiveness (IE) Taskforce and Committee. The Mission Statement was reaffirmed by campus constituents in December 2006 and reviewed in 2007. The College revised the Mission Statement in 2008, and it was approved by campus constituents and the College Executive Committee (CEC); subsequently, it was presented to and approved by the district Board of Trustees in May 2008. In 2009, the campus reviewed and reaffirmed the 2008 Mission Statement and approved a biennial review cycle of the statement.

Standard I.B.1. The College's planning, evaluation, re-evaluation and resource allocation process will identify specific quantitative and qualitative data sources that will support institutional improvement.

San Diego Miramar College instituted a college-wide master planning process that is inherently data-driven. The process begins at the program/department/office level with the annual program review. Program reviews incorporate student learning outcomes (SLOs)/service outcomes data and are used as a basis for making informed campus decisions. Program reviews are gleaned for common goals and objectives across programs, departments, schools, and divisions. These college-wide goals and objectives and the annual ranked college-wide priorities derived from program reviews and student learning outcomes (SLOs)/service outcomes assessment drive all resource allocation decision-making processes in venues such as the Budget and Resource Development Subcommittee (BRDS), which is charged with allocating funds to various campus areas. (San Diego Miramar College Planning Cycle, Doc. IN.4)

In addition, the information in the annual reports of student learning outcomes (SLOs)/service outcomes assessment and program reviews is used to guide all resource allocation recommendations. Examples include the faculty hiring list (which prioritizes both new and replacement positions), the classified hiring list, the equipment need list, and the facilities need list, which are all developed using the information from the reports and prioritized each year using the ranked college-wide priorities.

When deciding on course offerings, managers and department chairs can use the data from historical enrollment documents that provide information on student demand by section. Training sessions in the use of enrollment management tools have been offered for end users, so they can make decisions based on quantitative and qualitative data. Enrollment management processes are also described in the draft Instructional Master Plan (Doc. IN.5). The District provides spreadsheets called Tallies that can be used to project section full-time equivalent students (FTES) by accounting methods, and the department chairs receive training from their deans on how to use them.

Standard I.B.2. College governance participants will be provided training in the content and use of various data products for analysis.

The District uses a mainframe MIS database called ISIS (Integrated Student Information System). Developed originally to support Student Services, this tool now contains information such as student data, schedule data, and faculty assignments, among others. Department chairs were given access to the system and received training on the use of ISIS. Department chairs were also provided with training on the use of WebAdvisor, so they can view real-time budgets, expenditures, and remaining funds in their discretionary accounts. In addition, department chairs participated in the training of the SLOs tracking system (list of SLOAC training dates, Doc. IN.6) and online position request process provided by the district Human Resources Office.

Standard I.B.4. Work with the SDCCD Institutional Research and Planning Office to improve the usefulness and clarity of College reports.

Since its reconstitution in 2006, the district-wide Research Committee has served as the central coordinating body between individual campuses and the District. San Diego Miramar College has steadily increased its participation in this committee, particularly after the creation of the campus Research Subcommittee. When the campus Research Subcommittee was formed during the 2008-09 academic year, the College formalized the manner of its representation on the district-wide Research Committee. The research subcommittee chair, the research liaison, a faculty member, and a classified staff member represent San Diego Miramar College at the district-wide Research Committee and ensure the College's needs are met.

The district Institutional Research and Planning (IRP) Director and the district research analyst assigned two days a week to the College have been attending the Research Subcommittee meetings to develop processes for data access and the Basic Skills Initiative meetings on campus to identify data needs of faculty project coordinators. The IRP Director and her staff have made a number of presentations on campus, briefing faculty and administrators on available reports and responding to questions about how the data was collected, who is included, etc. (Campus Data Facilitation/Collaborative Inquiry Sessions 2009/10, Doc. IN.7). Dialogue in these venues has led to improvements in the reports that are provided for the College. In addition, "ad hoc" requests for data at any of the colleges that are applicable to all colleges within the District are generally

provided to all colleges, so that San Diego Miramar College may benefit from requests made by its sister colleges and vice versa.

Standard I.B.6. Secure funding for a dedicated staff position to coordinate research, assessment, and planning at Miramar.

Funding was identified and approval was secured by the district Institutional Research and Planning Office in 2006 to hire a full-time college research analyst. Two searches were conducted to fill this position during the 2006-07 academic year. The applicant pool for both searches resulted in a limited number of qualified applicants, and subsequent plans to renew the search during the 2007-08 academic year were derailed by the California state budget crisis. A hiring freeze went into effect, and the position remains frozen at this time.

In the meantime, the district Institutional Research and Planning (IRP) Office assigned its Director as the liaison person to coordinate the College research needs and attend meetings to help the College identify data and research needs. In fall 2009, the campus requested the services of a district research analyst to provide campus-based research. Starting spring 2010, this research analyst was assigned to work at the College two days a week to work with faculty and staff on ad hoc research projects and support the College's Basic Skills Initiative. This research analyst has met with participatory-governance committees to describe how to access available data and how to request research. Although the research analyst's tenure at the College has been short, and two days a week is a limited assignment, the impact of having this dedicated research support has been undeniable. The research analyst's contributions have significantly helped promote a culture of evidence at the College by fulfilling research requests with timely information that will help improve student learning and outcomes.

Standard I.B.7. The strategic plan and Miramar College Governance Manual (2003) will be reviewed more closely to coordinate, define, and document assessment processes for the self-evaluation of instructional programs, student support services, and learning support services.

The San Diego Miramar College Governance Handbook is reviewed and updated periodically as needed. As of the May 2009 update (Miramar College Governance Handbook, Doc. IN.8), the handbook provides details about the membership and responsibilities of the Institutional Effectiveness (IE) Committee, the Instructional Program Review (PR)/SLOAC Subcommittee, the Student Services Program Review Task Force, and the Administrative Services Program Review Task Force. These bodies have the primary responsibility of coordinating, defining, and documenting assessment processes for the self-evaluation of instructional programs, student support services, learning support services, and administrative services. Meeting agendas are posted on the corresponding web site for the IE Committee and PR/SLOAC Subcommittee. In addition, College Executive Committee Minutes of 5/26/09 describe the review and modification of the Handbook as well as quorum issues to be addressed (College Executive Committee Minutes May 26, 2009, Doc. IN.9).

The College's Strategic Plan for 2007-2013 was reviewed in 2008 and 2009 (Minutes from CEC meeting 7/8/08, 12/2/08, and 11/18/09, Doc. IN.10). Goal 6 specifically speaks to assessment of internal processes through program review: "Improve and strengthen Miramar College's internal processes to include program review, master planning, strategic planning and budget development." Additionally, Strategy 1.1 focuses on strengthening and improving academic programs through SLOs and global learning objectives, and Strategy 2.5 focuses on evaluating class schedules to best support enrollment growth and student retention through inspection of data obtained from ISIS. Prior to 2008, the Institutional Effectiveness Task Force Retreat on October 12, 2007, discussed the use of the Strategic Plan within the function of various college governance committees (IE Task Force Notes of October 12, 2007, Doc. IN.11).

Standard II.A.1.a. The Program Review Committee will reevaluate its program review process to include course learning outcomes into the annual review cycle.

Prior to the Fall 2006 semester, the campus-wide Program Review Committee oversaw the program reviews of instructional programs, student services programs, and Administrative Services. In fall 2006, the Program Review Subcommittee for instructional programs, Program Review task forces for Student Services, and Administrative Services were formed with the guidance of the Academic Senate and the administration. Each of these subcommittee and task forces report to a parent committee/managers for its division (Academic Affairs Committee for Instruction, Student Services Committee for Student Services, and Miramar Managers for Administrative Services). The program review process for each division has been revised twice since the last accreditation visit. Both times, significant changes were made to the process to incorporate course SLOs and/or service outcomes into the annual cycle.

In March 2007, as a first step, the Instructional Program Review Subcommittee, underwent a name change to the Program Review/Student Learning Outcome Assessment Cycle (PR/SLOAC) Subcommittee and established a new set of goals and objectives related to the integration of the program review and SLO processes for all instructional programs. These changes are reflected in the San Diego Miramar College Governance Handbook.

To ensure compliance with the SLOs initiative, since fall 2006, the campus has supported a Student Learning Outcomes Assessment Cycle (SLOAC) facilitator with an average of 50% reassigned time each semester. The SLOAC facilitator also sits on the Program Review/SLOAC Subcommittee.

To fully integrate SLOs into instructional program review, the campus examined various models and engaged in dialogue with stakeholders during the 2006-07 academic year. The result was a comprehensive program review model that integrated SLOs at the course, program, and institutional levels in two different ways. First, a SLOAC course assessment and reporting system was created (separate from the program review process) to track the College's progress in developing SLOs, measurement methods, assessments, and improvement strategies. Second, progress on SLOAC at the course, program, and institutional levels were reported in a matrix format on the program review report. This model was tested by several disciplines in spring 2007 and was adopted college-wide in the next two program review cycles (Program Review & SLOAC Guidebook 2007, Doc. IN.12).

In spring 2009, the Instructional Program Review/SLOAC Subcommittee conducted a comprehensive evaluation of the program review process to date and proposed a number of changes

intended to improve the process. These changes were subsequently approved by the appropriate college participatory-governance committees, the Academic Senate, and the College Executive Committee (Summary of Proposed Changes to PR/SLOAC, Doc. IN.13; Program Review Annual Report Form, Doc. IN.14; Program Review Instructions 2009-10, Doc. IN.15). The major change related to SLOAC was the removal of the SLOAC reporting matrix (as this information was already being collected through the parallel SLOAC reporting process) and a new focus on using the results of the SLOAC process (as well as other program review assessment tools) to make continuous improvements to the programs and the College as a whole. For example, step one of the revised program review process requires a review of the current status of the program in the context of student success, including integration of the results of the course SLOAC process. In step two, the results of this review are used to determine strategies to improve student success. Improvement strategies that require changes, additional resources, or other support from outside of the program are documented in step three of the program review process; preparation of the report and are then integrated into the annual college-wide planning process (2010-11 CWMP Production Timeline, Doc. IN.16).

In spring 2010, the Program Review/SLOAC Subcommittee began another review and refinement of the program review process with a focus on the integration of SLOAC results with improvement strategies at the program, department, and college level (PR/SLOAC Subcommittee Agenda 09Feb10, Doc. IN.17).

Standard II.A.1.a. Incorporate program and course learning outcomes into the student learning process and design methods to assess those outcomes.

In fall 2006, the Program Review Committee decided to make SLOAC an official part of its title, goals, and objectives. This change reflected the committee's determination that instructional SLOs should be an essential and permanent aspect of the committee's work. The change was approved in February 2007.

In early spring 2007, the newly named Program Review/SLOAC Subcommittee held a retreat to finalize the program review process and review the sections devoted to SLOAC. Questions for reporting SLOAC at the program and course levels were devised and included in the program review pilot study. Training for developing course SLOs was continued during this semester, beginning with two FLEX sessions that presented an overview of the link between SLOAC and program review. Three additional training sessions for developing course SLOs and aligning courses to the proposed institutional SLOs were provided to the English, Communication Studies, and World Languages departments as well as one campus-wide workshop. In addition, the SLOAC facilitator held individual sessions with a number of course team leaders. By mid-semester, a total of 16 course teams had developed SLOs, measurement methods, rubrics, and assessment plans. By the end of the semester, 13 of the teams had conducted their first assessments, and 4 had analyzed their results.

During spring 2007, major initiatives for each of the three SLOAC levels were also completed. At the course level, the initial SLOs developed between 2001-2005 were reviewed. It was determined that many were not measurable, and they should not be used until they were peer reviewed, revised as needed, and submitted to the SLOAC facilitator. In addition, as a result of the successful work of the course teams, it was determined that the five course-level SLOAC steps should be used as

the overall process for both institutional- and program-level cycles. At the institutional level, the 21st Century Learning Objectives (Doc. IN.18) were revised and used as the institutional SLOs. A database for collecting and analyzing information for assessing the institutional SLOs was developed. Finally, the SLOAC processes at the institutional and program levels were developed and presented to the Academic Affairs Committee.

The summer of 2007 was devoted to several resource development projects. First, a major resource guidebook for Program Review/SLOAC was developed. This guidebook covers the required and desired steps for both processes, which are integrated; directions for conducting the reviews and developing SLOACs at the institutional, program, and course levels; optional worksheets; and reporting forms. Second, an electronic storage system for collecting, sharing, and tracking SLOs was designed and implemented in fall 2007 as the annual program reviews and related SLOs were completed and compiled. Finally, work was begun on the SLOAC web site.

A major portion of the Fall 2007 FLEX was devoted to program review/SLOAC presentations and work sessions, which were given by the SLOAC facilitator and the faculty co-chair of the Program Review (PR)/SLOAC Subcommittee. First, a training session on both processes was presented at the Chairs Academy to all chairs and administrators. Second, the opening day session began with an overview of the program review and SLOAC processes. The remainder of the day was used for working meetings during which faculty categorized their courses by the institutional SLOs, developed program goals and SLOs, worked on course SLOs, and/or began their program review analyses. During these sessions, the program review/SLOAC manual was distributed to every administrator, full-time faculty member, and participating adjunct instructor. As a result of the summer development work and the fall sessions, the processes, major resources, and campus-wide orientation to SLOAC at all three levels were completed. At this point, virtually all of the departments had begun work on one or more levels of the SLOs assessment process.

San Diego Miramar College has made significant progress in its development and assessment of SLOs at the institution, program, and course levels since 2004. SLOs at the program and course levels are created by faculty who teach in the discipline. Similarly, SLOs assessments, attainment strategies, and course and program improvements are the responsibility of the discipline faculty. Faculty members accomplish these tasks through the SLOAC process for courses, developed in 2006-07. This cycle includes five stages: (1) developing student learning outcomes, (2) developing assessment methods and rubrics, (3) assessing the student learning outcomes, (4) analyzing the results of the assessment, and (5) implementing improvement strategies. Program and institutional level SLOs have been mapped to course SLOs.

In Stage 1 of SLOAC, faculty members in the discipline develop SLOs for each course (or proposed course) through dialogue within the department. Through this dialogue, faculty members: (1) identify the core content in the course, (2) describe the end state of what students should know or be able to do after completing the course, and (3) write SLOs describing this end state.

In Stage 2 of SLOAC, faculty members in the discipline develop assessment methods and rubrics to determine whether or not students who have completed the course meet the minimum competency level of the course SLOs. Development of the measurement method occurs by: (1) deciding when the SLOs will be assessed; (2) determining the type of measurement method(s) that will be used; (3) describing the method of assessment, such as course embedded assessments, standardized tests, portfolios, etc.; and (4) developing a rubric or rubrics that specifically identify how the data will be

analyzed and determining the minimum acceptable level of performance.

In Stage 3 of SLOAC, faculty members in the discipline actually assess the SLOs using the assessment methods and rubrics developed in Stage 2. This assessment normally occurs on an annual basis for most courses; however, not all courses are offered each semester or year, so some variation exists in this schedule. The results of the assessment, as well as the information from Stage 1 and 2, are listed on the Course SLOAC Report Form.

In Stage 4 of SLOAC, faculty members in the discipline analyze and discuss the results of the assessment. This analysis has both quantitative and qualitative components. A summary of the analysis and the qualitative discussion are entered on the Course SLOAC Report Form.

In Stage 5 of SLOAC, faculty members in the discipline use the analysis from Stage 4 to generate course improvement strategies. The faculty members summarize the strategies and provide information on how and when they will be implemented on the Course SLOAC Report Form. Improvement strategies that must be implemented at the program, school, or college level are included in the annual program review report and are used as input into the college-wide master planning process.

In fall 2007, the College reviewed, revised, and re-approved the five institutional learning outcomes originally developed in 2000-01. These are:

1 communication skills,
2 critical thinking and problem solving skills,
3 global awareness,
4 information management, and
5 personal and professional abilities.

In spring 2008, the College mapped individual courses to these revised institutional learning outcomes through a comprehensive faculty-driven process. By fall 2008, the College had mapped 550 courses to institutional learning outcomes, representing 76% of the College's total course inventory at that time.

In 2007-08, the College developed a timeline to facilitate the implementation of this cycle for all courses, beginning with general education courses, followed by certificate and degree major courses, and then all other courses. By 2007-08, the College had developed program level SLOs for approximately 50% of its then-existing programs. In 2008-09, the College conducted a comprehensive evaluation of its program review process. Several improvements were implemented as a result of that evaluation, including the re-definition of many programs to better align them with degrees and certificates and to mirror how programs are listed and represented in the college catalog. Following these refinements in the program review process, program-level SLOs were developed for 100% of programs. These SLOs were published in the 2009-10 College Catalog.

An update of SLOAC progress in fall 2009 revealed that the College had changed direction in working toward SLOAC proficiency with the new SLOAC Facilitator. A new SLOAC timeline was developed, with input from the PR/SLOAC Committee. By April 2010, student learning outcomes had been developed for 66% of the College's general education courses, 34% had been assessed at least once, and 9% had completed at least one full assessment cycle. By the same month, SLOs had been developed for 555 courses overall, representing 78% of the College's total course inventory. Three hundred and forty-two courses (48% of total course inventory) had been assessed at least once, and 142 (20% of total course inventory) had completed at least one full assessment cycle (SLOAC Annual Report 2010, Doc. IN.19). The College is currently updating its timeline in light of past progress and the directions forged by the SLOAC Facilitator in 2009-10 and the newly-appointed SLOAC Facilitator for 2010-11 (Draft SLOAC Timeline to Proficiency, Doc. IN.20).

The College developed a web-based SLOAC tracking database in fall 2009 to replace a pilot program using "Google Docs." The tracking system was demonstrated on opening day of the Spring 2010 semester, and dialogue with faculty led to changes in how the system would look and operate (Opening Day PowerPoint January 21, 2010, Doc. IN.21). Department chairs were provided with training on how to use the system and customize the pages for their departments on February 18, 2010 (February 18, 2010 Chairs Council Agenda, Doc. IN.22). This newly-named tracking database, "SLOJet," provides a useful tool for faculty and the College to track, evaluate, and record the progress of the SLOs.

Standard II.A.2. The College will work to expand the comprehensiveness of its course offerings.

Over the past six academic years, San Diego Miramar College has significantly expanded its course offerings. Since the 2004 self-study report was completed, 211 new courses have been added to the curriculum, while 473 additional sections of new and existing courses have been added. Twenty-eight of these new courses are in Physical Education, where a number of them support the College's new and growing intercollegiate athletics program. Additionally, the College now offers 9 more academic and career/professional programs than in 2004 and 19 more certificate programs.

In designing the course schedule, the College is committed to offering a full breadth of courses. If reductions are necessary, deans and department chairs reduce the number of sections in multiple section courses before cutting a course offering completely. In 2008-09, San Diego Miramar College established a set of priorities to ensure that the College would continue to offer degree-required courses and a full breadth of general education options during periods of budget reductions. The criteria established for reducing sections during an enrollment period include an effort to retain the following types of courses in spite of low enrollment:

- The course is a Capstone Course, a class for which there is no substitute, which students must finish at the end of their program of study, and which is offered once per year or once every two years. If cut, it would prevent students from completing requirements for a certificate, degree, or transfer within a reasonable amount of time.
- The course is an advanced-level transfer or vocational course that typically has low enrollment, but is needed by one or more students in order to complete the students' plan of study.
- The course is part of a newly-developed program that the College is trying to initiate. It has been carefully planned as part of a cycle, and cancellation would disrupt the cycle.
- The course is needed by a full-time instructor in order to have a full-load assignment, and no other classes that semester (including those tentatively assigned to an adjunct instructor or a full-time instructor as part of an overload assignment) are available.

- The course is a primary component of a memorandum of understanding (MOU), business/ industry education partnership, or agreement with an outside agency. (Decision Criteria to Spare Low Enrolled Classes, Doc. IN.23).

Department chairs received training on this prioritization system during 2008-09.

Standard II.A.2.b. Establish codes for all certificates of completion and begin reporting data in the Management Information System (MIS).

Data on certificates of completion are issued and maintained by the College. The District is in compliance with all required reporting to the state Management Information System.

Standard II.A.6.a. If adequate funds are available, the College will publish the Transfer Guide both as a stand-alone guide as well as in the College catalog.

A "transfer guide" section was incorporated into the college catalog in 2005. A draft stand-alone Transfer Guide was created in fall 2006 and was reviewed by counselors and students in spring 2007 in order to obtain feedback and suggestions. These comments were incorporated into the final version, which was distributed to counselors and students and posted on the College's Transfer Center web site in fall 2007. The guide was also presented to other community college transfer center directors as an example of a "best practice." A survey was conducted among counselors and students in spring 2008 to assess the guide's usefulness and to determine whether future updates and distributions should be electronic, hard-copy, or a combination of both. Following the survey, the intention was to update and republish the guide in 2008-09, but this publication was cancelled due to budget cuts. Instead, limited funding was provided to create an abbreviated transfer guide in the Catalog for the 2009-10 academic year.

Standard II.A.6.c. Update program brochures to provide information on courses of study.

To accomplish effective image building, branding, and public information, the San Diego Miramar College Viewbook (Doc. IN.24) and a comprehensive series of Instruction and Student Services division 4x9 rack cards and flyers have been developed by the Communication Services Office. Assistance was provided by the Marketing and Outreach Committee, and a consistent look and theme, contemporary color palette, graphic elements, and approved photos and fonts were established (Instructional Program Rack Card, Doc. IN.25 and Student Services Program Rack Card, Doc. IN.26).

Rack cards and flyers were deemed more effective than program brochures, as content changes often render brochures inaccurate or outdated. Abbreviated information on the cards direct readers to the web site, which can be updated regularly. Flyers for each program area can be updated and printed inexpensively in-house and distributed at job fairs, high school events, street fairs, and upon request.

The rack card series continues to expand as funding allows for new programs and services (e.g., new Military Leadership Studies, athletics, and Vets to Jets cards have recently been developed). The College Viewbook has been very successful and will be updated as funds allow, but will retain a coordinated look and feel to all college publications. CalWORKs staff bundled rack cards into sets for distribution to high school, college, and other counselors. Materials are distributed on and off campus via Outreach and the Communications Services Office. These materials have been well received, and in fact, San Diego Mesa College and San Diego City College have copied San Diego Miramar College's approach to program brochures and are in the process of creating their own rack card series.

Higher end color program brochures for vocational fields of study are occasionally funded by VTEA/Perkins funds for targeted outreach. These brochures coordinate with the rack cards, flyers, and web site. These brochures have also been distributed to the Outreach (school relations) and Communications Services offices, as well as to respective departments for distribution on and off campus.

Standard II.A.7.c. Add a statement in the Instructor's Survival Guide regarding the separation between personal conviction and professionally accepted views with a discipline.

The College has changed the name of this document to the San Diego Miramar College Faculty and Staff Handbook (Doc. IN.27). The Handbook is updated and published each year by the Instruction Office. Information related to Board Policy 4030 on academic freedom was approved in April 2009. The distinction between personal conviction and professionally-accepted views was included in the 2009-2010 Handbook.

Standard II.A.7.c. Include the SDCCD student rights and responsibilities policy and procedures for academic honesty and the faculty ethics statement in the Instructor's Survival Guide.

The instructor's role in notifying students of standards of academic honesty is included in the San Diego Miramar College Faculty and Staff Handbook (p. 11). The related district policy on the student Code of Conduct (Board Policy 3100, Doc. IN.28) is referenced, along with steps the instructor should take when an instance of plagiarism or cheating is identified. This section was enhanced in the fall 2007 edition to include additional resources to support faculty in addressing academic honesty and student rights and responsibilities. In addition, a number of documents are available to faculty members on this topic (Guidelines for Addressing Academic Honesty, Doc. IN.29; Sample Contract for Academic Honesty, Doc. IN.30; Sample Letter for Academic Dishonesty, Doc. IN.31; Sample Statements for Syllabi on Academic Honesty, Doc. IN.32). The ethics statement in Appendix A of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO College Faculty Agreement with the San Diego Community College District is included in the San Diego Miramar College Faculty and Staff Handbook, which is available in paper copy as well as on the college web site at http://www.sdmiramar.edu/cmte/STDS/index.asp?q=STDS.

In spring 2009, the SDCCD Board of Trustees approved two documents pertaining to academic

freedom: one for faculty and one for classified staff members (Board Policy 4030, Doc. IN.33). The text of these documents was published in the 2009-10 San Diego Miramar College Catalog (Doc. IN.34).

Standard II.B.1. The College will hire full-time contract counseling faculty to help meet student counseling demands.

In spring 2004, the College employed 12.0 full-time contract counselors (7.4 in Counseling, 3 in DSPS, and 1.6 in EOPS/CARE/CalWorks). Additionally, the College used approximately 0.5 FTE in adjunct counselors (exclusive of adjunct backfill for full-time counselors with reassigned time).

Three additional contract counselors have been hired since 2006. As of April 2010, the College employs 15 full-time contract counselors (9.5 in Counseling, 1 in the Transfer Center, 2.5 in DSPS, and 2 in EOPS/CARE/CalWORKS). In 2009-2010, matriculation funding was cut by approximately 45%. As a result, the general fund has been used to augment the categorical budget to maintain staffing. One counselor whose position is funded 50% by the DSPS budget and 50% by matriculation funding is retiring at the end of 2009-10 academic year, and this position will be defunded as a result of recent budget cuts and the reduction in workload. Her current assignment to provide learning disability testing will be centralized at the district level. The rest of her current assignment of providing general counseling at Marine Corps Air Station (MCAS) Miramar will be covered by a general counselor from the Counseling Department. Starting July 1, 2010, the current High Tech Center specialist who meets the minimum qualification of a counselor will provide 6 hours of counseling service per week to the general student population.

Standard II.B.3.f. The College will secure additional storage and/or imaging equipment for the maintenance and storage of records and files.

In spring 2007, the District began scanning all incoming student transcripts and working with the three colleges' financial aid and EOPS/CARE programs to implement document-imaging capability at each campus. Other areas of Student Services (e.g., admissions office processing of student petitions, student health services, student affairs records of discipline and other actions) would benefit from access to campus-level document-imaging technology, and the furniture, fixtures, and equipment budget that will be available for new construction and facilities remodeling may be used to meet this need. In addition, the overall need for in-office storage space will decline over the next several years as more records are moved to an electronic format that can be retrieved by staff at their desktop computers. The new Student Union Building will provide significantly more storage space than the College has currently.

Standard II.B.4. The College will increase all student services' facilities and unite service departments into a single, central location on campus. The College will allocate larger student services facilities to all departments that will include more support staff, office spaces, larger reception areas, computer areas for students, and more storage space.

With the passage of two construction bonds, Propositions "S" and "N," two major facility projects are planned for student services at San Diego Miramar College: the conversion of the current 9,300 assignable square-foot library to student services uses upon opening of the new library and learning resources center (LLRC) in mid-2011; and the construction of a new 45,000-square-foot student union that will include a bookstore, cafeteria, dining area, and space for student services. Completion of these facility projects will greatly improve the flow of student traffic through student services areas.

The new student union has been designed to accommodate Admissions and Records, Counseling, Financial Aid, EOPS/CalWORKS/Care, Job Placement, Student Accounting, Transfer Center, Veterans Affairs, DSPS, Student Affairs, Associated Student Council, food services, bookstore, and Evaluations. The intent of this design was to create a one-stop center for the primary student services. The soon-to-be-replaced library will be renovated to house Health Services, mental health, Outreach, the Welcome Center, and Assessment Center. In addition, space has been designed in the new LLRC for The PLACe (tutoring services) and the DSPS High-Tech Center. The new LLRC will provide adequate space that both programs will need to serve a 25,000-student campus, the College's growth target for the future.

Standard II.B.4. The College will ensure the levels of support personnel are adequate to meet the increasing student population and service demands in all student service areas.

In 2007, while the College received four new classified positions based on the district wide classified staffing analysis model, no other college within the District received any new classified positions. In addition, program review has provided data with which to anticipate staffing needs for the short-term and for long-term growth projections. The College experienced growth through 2008-09, but the state budget crisis led to a hiring freeze, and positions vacated since that time have been frozen or defunded, requiring reanalysis of all work on campus and reorganization of some areas. In the meantime, program review has not only provided the College with the data regarding anticipated staffing needs for the short-term and for long-term growth projections, but it also has provided the College with the ability to identify and prioritize needs for additional staff when the College is able to grow again when the state funding picture improves.

Standard II.B.4. The College will develop appropriate student learning outcomes language for the student services division.

Every student services program identified SLOs during 2006-07, and each program subsequently developed assessment methods, criteria and/or procedures to measure its SLOs, and a timeline for doing so. The timeline conforms to the College-Wide Master Planning Cycle (Student Services SLOAC Taskforce Meeting Agenda with Timeline, August 31, 2009, Doc. IN.35). Outcomes of SLOs assessment are used in program review and have resulted in insights that have been used in modifying some program plans and strategies.

Standard II.C.1. Provide extended hours of service during peak utilization time periods by coordinating the staffing and services of the library and learning support.

In spring 2010, library hours were 8:00 am – 8:00 pm Monday through Thursday and 8:00 am - 12:00 pm Friday. The Independent Learning Center (ILC) hours were 8:00 am - 7:00 pm Monday through Thursday and 8:00 am - 12:00 pm on Friday. The PLACe hours were 8:30 am - 6:30 pm Monday through Thursday and 8:30 am -2:00 pm on Friday. Tutors were available until noon and the faculty member in The PLACe kept the department open until 2:00 pm on Fridays for open study groups. The Audiovisual Department had staff members on duty from 7:00 am - 9:30 pm Monday - Thursday and 7:00 am - 3:30 pm on Friday. All departments are currently closed on Saturday and Sunday. Due to state budget constraints, the College has not been able to extend hours of services further, however, by prioritizing staff needs for all services the College was able to provide library and learning services more efficiently.

Standard II.C.1.a. Establish a streamlined budgetary process to meet the ongoing and non-routine technological needs of the library and learning support services that include cost-of-ownership, such as technical staff support, software upgrades, maintenance, replacement and repair.

In 2009-10 the College completed its second fiscal planning cycle using program review data to drive all resource allocations and is addressing the budgetary priorities to support the technology needs of the campus. The three year Rolling Technology Plan specifies how identified needs are to be prioritized and considers the total cost of ownership, including software upgrades, maintenance, replacement, and repair. The plan does not specify a replacement timeline, but rather provides guidelines for the College to acquire new technology through block purchases when funds are available and to extend the life of older technology by repurposing it in other areas. The College gives students first access to new technology and provides technology for faculty and staff in a cost-efficient manner through repurposed items, taking into account the needs of each end user.

Standard II.C.1.c. Foster greater integration and cooperation of library and learning support services by creating adjacency in a single facility specifically designed to provide learning services.

The new library learning resource center (LLRC), currently under construction, will integrate all of the learning support services within the design of the new building.

Standard II.C.1.d. Ensure staffing is appropriate for all student support learning areas to sustain the increasing student growth and service demands.

The program review for each department includes the plan for additional staffing. Once the state economic climate improves, additional staffing needs will be addressed. In the meanwhile, the College has prioritized staffing needs, redeployed staff on special assignment to help in areas needing assistance, and reorganized some areas to meet critical needs.

Standard II.C.2. Expand the physical space for the library to include group study rooms. It will also provide a greater selection of books, periodicals, and other resources.

The new LLRC will more than triple the space of the current library. The facility will have eight group study rooms, and the College will use part of the furniture, fixture, and equipment budget to expand the book collection. The College also provides online resources for students, which do not require additional space yet provide students with access to a number of periodicals.

Standard II.C.2. Provide extended hours of service during periods of peak demands, it will expand the variety of academic support services, and it will provide additional tutors and printing services. In addition, Miramar will expand The PLACe's rooms/facilities.

The PLACe was provided with additional space shortly after the last accreditation. Every academic service department's space will be expanded in the new LLRC. The College will coordinate the hours of operation for the departments in the LLRC to meet the needs of a growing student population. Additional copiers and printing services will be available for student use. The College is currently working to develop a model for student academic support that meets the needs of students, and the new facilities under construction support a decentralized model. In addition, the College is currently collecting apportionment for basic skills tutoring, but not for tutoring of college-level courses. The faculty member who has coordinated The PLACe is retiring at the end of this year, but tutoring services will continue to be provided at the same level. In anticipation of this retirement, an ongoing dialogue began in fall 2009 to identify ways to coordinate student learning support services in a more efficient and effective way.

Standard II.C.2. Increase the number of contract faculty available to staff the ILC during periods of peak demand at the beginning of each semester and during mid-term/final exams.

Contract faculty members are no longer needed in the ILC as no classes are taught in the lab. The lab is staffed by classified employees.

Standard II.C.2. Hire temporary SDCCD Online staff with appropriate skills in providing assistance to students and faculty during periods of peak demand at the beginning of each semester.

SDCCD Online Learning Pathways is a district function with a full complement of experienced staff to assist faculty with technical and logistical issues. The campus has an online faculty member with reassigned time to assist faculty with their online course questions. SDCCD Online Learning Pathways also has links on their web site that provides 24/7 support to both students and online faculty.

Standard III.A.1.c. The College will work with the district and faculty union to better realign faculty evaluation criteria to accommodate focus on student learning outcomes.

Faculty evaluation and student evaluation methodologies were addressed in the current Collective Bargaining Agreement between the AFT-Guild, Local 1931-College Faculty on pp. 93-110 (http://hrpublic.sdccd.edu/, Doc. IN.36). The Faculty Appraisal Form is on page 155. Evaluation criteria on the Faculty Appraisal Form related to SLOs are: (9) Testing & Measurement, (10) Feedback Skills, and (11) Skill in Creating the Learning Environment.

The Student Evaluation Instrument is on pp. 160-161. Items related to SLOs are: (15) The instructor gives exams and/or assignments that allow students to demonstrate what they have learned and (19) the course objectives stated at the beginning of the course are being achieved or have been achieved.

Standard III.A.2. Develop data and a planning model to assess the impact of program growth and possible faculty retirements.

The district Institutional Research and Planning (IRP) Office provides data that are utilized by faculty and administrators in assessing program review. All planning is based on program review data. The Instructional Master Plan identifies areas of likely growth for the College and directs faculty to collect data to justify the need for a new program. In addition, each program has identified the programmatic needs required to increase enrollment to 25,000 students, which is the campus enrollment projection target for the future.

The district provides an FTEF (full time equivalent faculty) allocation to each college annually based on prior year's FTES (full time equivalent students) generated and in some years, growth FTES. The College uses an internal model based on school history to allocate the FTEF to schools to achieve the targeted FTES during the academic year.

The Faculty Hiring Committee prepares a prioritized list of both replacement and new faculty positions each year using program review data. In the 2005-06, 2006-07, and 2007-08 academic years, 30 full-time faculty positions were authorized district wide by the chancellor when monetary resources allowed, as the District strived to reach the desired 75/25 ratio of full- to part-time faculty.

Standard III.A.5.b. Develop alternative funding sources to support maintenance and expansion of staff development activities.

The campus is actively seeking possible funding sources for staff development. The Budget and Resource Development Subcommittee requested a presentation on alternative funding mechanisms, which was provided at the February 19, 2010 meeting (Budget and Resource Development Subcommittee minutes February 19, 2010, Doc. IN.37). Perkins funding has been used to provide staff development funding for faculty and staff who work with career and technical education students. Basic Skills Initiative (BSI) funding also supports staff development opportunities for faculty engaged in BSI instruction and related projects. In addition, the American Federation of Teachers (AFT) provides contract faculty and staff some funding for staff development. Faculty

members who teach online courses or are interested in teaching online courses are provided opportunities to engage in professional development through SDCCD Online Education. Online Teaching Conference Scholarships were provided by the district office for three faculty members for summer 2010. Managers are supported by the College to attend professional conferences and are engaged in annual retreats/workshops to upgrade their knowledge and skills. As needed, technical training is also provided to managers by the District. Last but not the least, faculty and staff voluntarily share their expertise to provide FLEX workshops for the College; a large number of staff development activities have been conducted as FLEX activities (FLEX activity list for spring 2010, Doc. IN.38).

Standard III.A.6. Coordinate with the district to modify the allocation model to accommodate enrollment growth for Miramar.

During the 2006-07 fiscal year, the district allocation model was revised to eliminate a reoccurring annual budget reduction. As a result, San Diego Miramar College received an additional $320,276 allocation. These funds were used to support additional classes, supplies, hourly staffing assistance, and growth. The allocation model currently in place is based on prior-year's FTES generated by each college, and the District sets a goal for each college and Continuing Education based on available growth funding from the state.

Standard III.B.1.b. Link education services and planning with facilities development, renovation, and decision making.

In 2002, the College began master planning to build a campus based on a projected enrollment of 25,000 students. The College's Facilities Master Plan, completed in 2004, was based on documents created in 2002 as part of an educational master plan, currently known as the Instructional Master Plan, developed with input from all areas of campus. As a result, educational planning and enrollment growth across the campus formed the basis for the detailed facilities planning that has taken place at San Diego Miramar College over the past six years. The Field House opened in spring 2009 for Physical Education and Athletics programs and is a joint-use facility with the City of San Diego Parks and Recreation Department. The Library and Learning Resources Center (LLRC) broke ground on November 16, 2009, and will open in 2011. The initial redesign of the old library into a student services facility has been completed. The new arts and humanities building and business, math, and technology building are both under construction. The programming of the soon to be vacated buildings is based on a space reallocation process with information and data from program review, the newly updated draft Instructional Master Plan, and the Facilities Master Plan.

Standard III.B.2.a. Continuously evaluate and improve systems to ensure shared governance and full campus involvement in planning and decision making that will lead to a comprehensive institution.

In spring 2009, the participatory-governance structure was reviewed and revised. A number of revisions to participatory-governance committees were approved by the College Governance

Committee (Summary of Proposed Changes to the College Governance Handbook Approved by the College Governance Committee, Spring 2009, Doc. IN.39). The College engages in a year-round dialogue to evaluate the structures and processes that involve the entire campus community. For example, on October 19, 2009 the committee discussed several items relating to restructuring college governance on campus. A proposed model was reviewed with a reduced number of standing committees and a re-grouping of subcommittees or work groups under each standing committee. Further discussion ensued regarding an integration element, possibly a form that would help to route issues to the appropriate committee or constituency group. An agenda template for use by all committee chairs and how to define quorums for subcommittees were also discussed. The ultimate goals would be to streamline the process, track issues easier, and manage data more efficiently. This kind of planning and decision making characterizes a comprehensive institution.

Standard III.C.1. Equip the campus to receive satellite links.

Currently, the Audiovisual Department has two satellite feeds. One is the State Chancellor's Office off-air satellite feed and the other is the department's free off-air satellite feed. Both satellites are accessible in the Learning Resources Center, Audiovisual Department, library conference room, C105, and other classrooms with a network data port via a VBrick device. Services are provided upon request to faculty, staff, and administrators to view and record certain events. The audiovisual department staff members adhere to all copyright-related guidelines. In the planning of the new Library Learning Resources Center, the Audiovisual Department plans to include cable and satellite feeds throughout the campus by 2012.

Standard III.C.1.a. Standardize technology equipment portable carts.

The Audiovisual Department has developed a standard for "smart carts." These carts are available for faculty, staff, and administrators to check out on a first-come-first-served basis. Smart carts are equipped with a projection unit, laptop, DVD/VCR player, speakers, and closed captioning decoder. As nearly all new classrooms are built with smart technology, and with the continued retrofitting of existing classrooms, the need for smart carts is expected to decrease.

Standard III.C.1.a. Install more effective security procedures and devices for classrooms with technology equipment.

The College has alarmed all smart classrooms. Each semester, instructors are issued a key/code request form for the room(s) in which they are teaching. Keys and codes are reissued each semester and are specific for each building; one code does not give access to every smart classroom.

Standard III.C.1.b. Establish training, guidelines and procedures for faculty teaching hybrid or enhanced courses.

Training guidelines and procedures for faculty at all SDCCD campuses for teaching online, hybrid, or web-enhanced classes were developed by SDCCD Online Learning Pathways in collaboration with the district-wide Distance Education Steering Committee. Ongoing faculty support is provided throughout the stages of training, course development, course delivery, and course revision (http://www.sdccdonline.net/handbook/Quality_Assurance_for_DE_at_the_SDCCD.pdf, Doc. IN.40). Online faculty are also part of a collaborative community available via the Online Faculty Resource Site, which is a Blackboard Vista site where online faculty have discussions, share tips, ask questions, and have access to shared learning objects, articles, Distance Education Guidelines, links to share with students, news, tutorials, recommended new instructional tools, and program updates. The SDCCD Online Learning Pathways Newsletter and the EdTech Innovations Newsletter are additional sources of information for the faculty: http://www.sdccdonline.net/newsletter (Doc. IN.41).

Standard III.C.1.b. Increase the use of the Professional Development Center (PDC) for faculty technology training.

The campus continued the SDSU Educational Technology Department internship program, which provided support and training in the PDC, through summer 2008 when Title III funds expired. The dean of Library and Technology attempted to work with SDSU to continue the program, but has received no response. The instructional technology staff members have provided individual training to faculty and staff as needed. The district online program also provides training to faculty who are interested, and FLEX workshops are provided at the College for faculty on technology updates.

Standard III.C.1.c. Update the 1998 Technology Plan.

The College revised the Three-year Rolling Technology Plan in fall 2009, and it was reviewed and approved by the College Executive Committee on April 20, 2010. The plan is reviewed annually and updated as necessary. The Technology Plan calls for computers to be purchased in combined blocks to maintain standard platforms, and for the newest technology to be made available to students. Older but still serviceable computers are repurposed to meet the needs of other areas (Three-year Rolling Technology Plan, http://www.sdmiramar.edu/cmte/cmteTemplate.asp?cmte=TECH, Doc. IN.42).

Standard III.C.1.c. Maintain and monitor a centralized list of computer software under site licenses, master contracts, or contracts for support and upgrades.

Both Instructional Computing Support (ICS) and Administrative Computing Support (ACS) maintain their own hardware and software inventories. A central software inventory is not possible as the District provides some software licensing to achieve the most economical pricing.

Standard III.C.1.c. New facilities planning will ensure that technology systems are compatible and accessible and include economy-of-scale savings.

The District has employed a construction management firm to both oversee construction and monitor the furniture, fixtures, and equipment selected for each new building. Additionally, the Audiovisual, Administrative Computing, and Instructional Computing departments, in conjunction with DSPS, work with individual stakeholders in the new buildings to identify technology needs. This process ensures that standards for accessibility and district technology are met. In addition, the College has standardized equipment for smart classrooms (General AV Guidelines, Doc. IN.43).

Standard III.C.2. As part of the plan to address its understaffed status, the College needs to be mindful of its lack of technical support including web design, instructional technology, AV and professional development training personnel.

In 2008, San Diego Miramar College created a 70% web designer position and filled the position on January 12, 2009. No additional instructional technology (IT) positions have been created, even though more than 700 additional computers are currently expected to go online in the next two years with the completion of new buildings. In fact, the District last funded new classified positions in 2007. Even though four new positions were allocated to the College, due to competing needs on campus, no additional position was added in the instructional technology area. The District has elected not to renew the contract that outsourced IT support, but to instead hire staff at each college and the District for a significant cost savings.

Due to the state budget challenge, the campus has not been able to automatically fill vacant positions resulting from resignation or retirement because of a hiring freeze, and when a position becomes vacant, the College carefully evaluates the back fill need. For example, a recently vacated AV technician position was approved for hiring because the College deemed that it was a priority. The campus, additionally, has looked at how departments can work together to meet staffing needs. For example, the office assistant from the President's Office has been temporarily assigned in the mornings to assist with clerical duties normally carried out by the currently vacant media clerk position in the AV Department.

Standard III.D.1. Encourage more campus constituents to participate and attend Budget and Planning Committee meetings to further understand how the College's mission and goals are intertwined into funding decisions.

In fall 2008, the Budget and Planning Committee was renamed as the Budget and Resource Development Subcommittee (BRDS). The College continues to work through its participatory-governance process to improve transparency in which staff can participate in college-wide planning and budgeting decisions through their representatives from their constituency groups. Additionally, efforts have been made to communicate decisions that emerge from the Budget and Resource Development Subcommittee (BRDS) through web postings of committee meeting agendas and minutes. Efforts are aimed at accomplishing a higher degree of participation by faculty and staff so they can be familiar with the budget and resource allocation process. To this end, the vice president of Administrative Services has made presentations at BRDS meetings to explain revenue streams for the College and how fiscal resource decisions are made. The vice president of Instruction provided information on grant development and external funding that the College might seek and

the processes and commitments involved in obtaining and managing these resources. The process of discretionary budget allocation was explained to BRDS and to the Academic Affairs Committee, which is comprised of department chairs, all school deans, and members of the Academic Senate Executive Committee.

BRDS has prioritized requests and made recommendations to the College Executive Committee on instructional equipment priorities for the past few years based on ranked college-wide priorities. Data from program reviews are also used in the prioritization process. In the absence of funds to allocate this year, the BRDS meetings during 2009-10 have focused on assessing and making recommendations regarding emergency needs requests.

Due to committee members' demanding schedules, promoting non-voting member attendance at meetings has always proven to be a challenge; however, every effort has been made to encourage participation. For example, meeting dates, times, and locations are listed on the College's master calendar and the BRDS chair always sends out meeting reminders electronically prior to and on the day of the scheduled meeting. In addition, student participation is solicited each year.

Standard III.D.2.b. Campus constituents will advocate for increased funding for enrollment growth.

Due to the state budget shortfall, the College absorbed a 3% reduction in workload in 2009-10 and the College's class schedule was adjusted accordingly. The current prediction is that the District may be funded for 2% growth for 2010-11, but the budget has not been finalized. The annual FTEF allocation is based on the FTES generated by the college in the prior year and adjustments would be made should the College be expected to grow and have a higher FTES target. The funding formula also provides discretionary funding based on prior year FTES. In addition, the College is provided additional funding as needed for in-service courses offered in the School of Public Safety, which generate FTES, but do not require the campus to use its FTEF allocation. Therefore, there is currently a means of funding growth in any year following an increase in FTES generated through in-service courses in place.

Standard III.D.2.b. Campus personnel will be actively involved in the implementation of the new SDCCD administrative systems.

The finance and human resources components of the Datatel system were implemented in 2005, but a decision was made to not implement the Datatel student module. During the implementation stage, college staff members were heavily involved in meeting discussions, and training was provided to college personnel to ensure a smooth and seamless transition (Datatel Training Schedule, Doc. IN.44).

Standard III.D.2.e. Campus leadership will investigate new funding sources.

To assist the campus in identifying new funding sources, the College shares information on potential grant opportunities with appropriate faculty and/or staff. A grant proposal form (Doc.

IN.45) that identifies the benefits and obligations of the project is used to inform administrators that an interest exists in developing a proposal for funding. District support is available for grant development and management, supported in part by administrative costs built into the grant. The College has a strong track record of successful grant awards and project administration (2009-10 Partnerships and Grants, Doc. IN.46).

Standard III.D.2.g. Campus shared governance leadership will work with the district to modify the funding formulas.

The College's vice president of Administrative Services and the Academic Senate president or designee represent the College on the district Budget Development and Institutional Planning Committee. This committee is charged with the responsibility of reviewing the district budgeting process and funding allocation model. Since San Diego Community College District is a large multi college district, the model is complex, and efforts have been made to facilitate the college community's understanding of the model and the funding formulas. For example, "Report from District Budget Development Committee" is a standing agenda item for the weekly College Executive Committee (CEC) meeting. This practice has not only been an effective way to share budget information with faculty, managers, staff, and students, but through the discussions at CEC, it also serves as a formal avenue for the College's constituencies to provide input to the district Budget Development and Institutional Planning Committee via the College's representatives on this district committee. In the funding model, the president articulates college-funding needs to the Chancellor's Cabinet. The chancellor and executive vice chancellor have conducted forums to discuss budget and other issues, most recently on March 2, 2010 (Budget Forum, Doc. IN.47)

Standard IV.A.5. Ensure that shared governance policy is abided by in the search and selection of the interim president and the new president of the College. The campus will be kept informed of the process in keeping with the policy.

The participatory-governance policy was followed in searching for, selecting, and appointing the interim poresident in 2004 and the college president in 2005. All college constituencies were involved in the process and informed of its progress throughout.

Standard IV.B.3. The district should formally analyze Miramar College's interfaces with its district offices to improve accuracy and relevance of data provided.

Communication and data sharing between the District and the College is formalized in a large number of regular reports and news vehicles. The president shares information from the Chancellor's Cabinet meetings with campus leaders at College Executive Committee meetings. Regular publication of important information and decisions of the Chancellor's Cabinet is widely disseminated throughout the District, both electronically and on paper.

The Chancellor's Cabinet and District Governance Council continue to review and better define the organizational functions of the District, the colleges, and Continuing Education. As

recommendations come forward, they are acted upon by the appropriate department or operational entity. The delineation of functions document included in this introduction has been updated to show primary, secondary, and shared responsibilities for functions of the colleges and the district office. In addition, the SDCCD Administration and Governance Handbook clearly articulates roles and functions of departments as well as participatory-governance committees (http://sdccd.edu/faculty/AdminGovHandbook.pdf, Doc. IN.48).

The Chancellor's Cabinet initiated an annual publication called Facts on File in fall 2007. This publication provides a profile of the District, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high-level facts that may be of interest to the community served by the SDCCD. District researchers provide forums on campus to discuss the reports and answer questions from faculty and staff. A number of annual reports have been subsequently created, which are reviewed on campus and made available on the District's Institutional Research and Planning web site. College data is compared to data from prior years and to data from other colleges in the District.

Standard IV.B.3. Decisions that affect Miramar College student learning and student success should be made at the college level.

San Diego Miramar College is responsible for making its own decisions about student learning (e.g., identifying and measuring SLOs [Student Learning Outcomes]) and student success (e.g., retention rate, strategies regarding improving and increasing the number of students who graduate and transfer, etc.). At the College, the SLOs and program review processes are faculty driven and faculty and staff are actively involved in the dialogue when they analyze the SLOs data and use the data to enhance student learning to ensure student success. The college president represents the interests of the College at Chancellor's Cabinet and to the Board of Trustees and is held accountable for the quality and continuous improvement of student learning and success at the College.

Standard IV.B.3.c. The governing board, through the Chancellor, should review the adequacy and equity of Miramar College's resources, including student support and co-curricular activities.

Like all other colleges within the District, the College receives its funding based on the district resource allocation model. Existing and approved positions are fully funded each year, and the College receives discretionary funds and salary and benefits for adjunct faculty to attain the campus's FTES goal each year. The College determines which programs to fund and develop and receives co-curricular funding to offer intercollegiate athletics.

San Diego Miramar College first offered intercollegiate athletics in fall 2000, starting with men's and women's water polo and added men's basketball beginning in 2006 and women's soccer in 2007. The collaborative relationship with the City of San Diego has benefited San Diego Miramar College with high-caliber sports fields and a premier aquatics facility. However, the popularity of the aquatics facility for both city and college activities has made it difficult to schedule sufficient practice, class, and competition times for the College's water polo teams. The College continues to negotiate with the City for better hours of pool use for student athletes.

Propositions “S” and “N” allowed the College to add a 63,000 square-foot Field House, opened in spring 2009. The state budget crisis has prevented the addition of staff to fully support this facility, but the College works to prioritize needs for all staff positions. In addition to the co-curricular funding received from the District, the College has identified a stream of revenue to support its athletic programs.

Standard IV.B.3.c. A review of the district’s long-time mechanisms and formulas for distribution of resources should be undertaken in the interest of fair and equitable staffing, facilities, technology and budget for all students at all colleges.

The District has a budget development committee on which the College is represented. A resource allocation model is used in which college allocations are based on prior year’s generation of FTES and other variables. The college president represents the College’s interests at the Chancellor’s Cabinet where resource allocation is discussed and recommendations are made. The College is provided with an FTES target and an FTEF allocation that, based on past trends supported by data, should allow the College to attain the FTES goal. All costs mandated by the contract for reassigned time duties are provided in the allocation. Discretionary funding is allocated based on prior-year FTES, but is calculated at a rate that differs at each campus, and because the colleges are essentially competing for resources, the allocation is generally perceived as inadequate.

Categorical funding is allocated to the College using FTES and other formulas and may depend in part on how funds accrue to the District. For example, Continuing Education generates the preponderance of Basic Skills Initiative funding, but the colleges each receive a share larger than what they would representatively split based on student headcount.

Because the process is not well understood, the District has been working with the accreditation representatives, academic senate presidents, and senior administrators from each college and Continuing Education to develop a document called SDCCD Linking Budgeting and Planning (Doc. IN.49) that shows the planning model for each college and the District and provides a schematic representation of the district budget model. This newly developed document will be shared with the college community after it has been finalized.

Student Achievement Data

The following information on student achievement was provided by the SDCCD IRP Office and was reviewed, and in many cases acted on, by faculty and administrators. This data, from the Miramar College Fact Book 2009 (Doc. IN.50) is available online as well as in paper copy.

Term Persistence Rates

Overall

The average term persistence rate for first-time San Diego Miramar College students was 61% between the fall 2004 and fall 2008 cohorts. Persistence rates remained relatively stable for this time period, which decreased 1% between the fall 2004 and fall 2008 cohorts. The average term persistence rate of first-time students (61%) was lower compared to the average term persistence rate of first-time students enrolled in all colleges in the District (66%).

San Diego Miramar College First Time Students Term Persistence

Cohort	Fall	Spring	Persistence	Fall to Spring All Colleges Persistence
Fall 2004	844	520	62%	**65%**
Fall 2005	814	497	61%	**63%**
Fall 2006	862	519	60%	**66%**
Fall 2007	1,029	616	60%	**65%**
Fall 2008	1,012	615	61%	**68%**
Average			**61%**	**66%**

Gender

On average, term persistence rates of female students (65%) were higher than their male student counterpart (58%) between the fall 2004 and the fall 2008 cohorts. Persistence rates decreased 1% each for male and female students from the fall 2004 cohort to the fall 2008 cohort.

Ethnicity

The ethnic groups with the highest term persistence rates, on average, were Filipino students (75%), Asian/Pacific Islander students (72%), and students who were categorized as “Other” ethnicities (66%). Persistence rates peaked at a high of 79% for Filipino students in the fall 2008 cohort. Persistence rates of African American students peaked at a high of 59% in the fall 2006 cohort and of Latino students peaked at a high of 57% in the fall 2004 and 2007 cohorts. Between the fall 2004 cohort and the fall 2008 cohort, persistence rates of students who were categorized as “Other” ethnicities increased 12%. However, persistence rates of American Indian students decreased 24%, from 38% in the fall 2004 cohort to 14% in the fall 2008 cohort.

Age

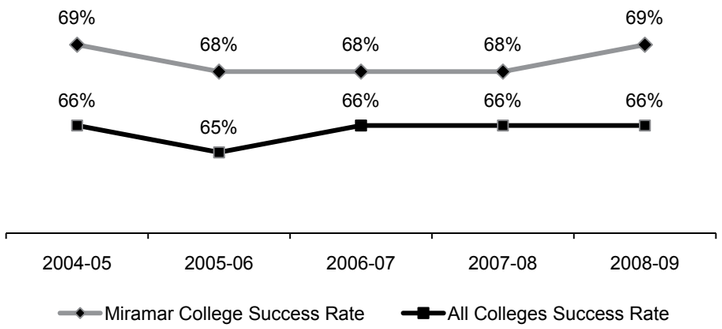
From the fall 2004 cohort to the fall 2008 cohort, average term persistence rates were the highest for students under age 18 (72%), followed by students between ages 18-24 (65%), and then students ages 50 and older (53%). For students under age 18, persistence rates peaked at a high of 93% in the fall 2007 cohort. With the exception of students between ages 18 and 24 years old, all other age groups showed a decreasing trend in persistence rates. In particular, term persistence rates for students under age 18 decreased 14% between the fall 2004 and fall 2008 cohorts.

Annual Success Rates

Overall

College annual success rates remained relatively stable from 2004-05 to 2008-09, with a five-year average of 68%. This five-year average success rate was higher than the five-year average success rate of all colleges in the District (66%). San Diego Miramar College annual success rates were higher, on average, compared to the annual success rates of all colleges in the District between 2004-05 and 2008-09.

San Diego Miramar College Overall Success Rates



Gender

On average, both male (68%) and female (69%) students had comparable success rates between 2004-05 and 2008-09. Both male and female students had higher average success rates compared to the average success rates of the male and female student populations of all colleges in the district (65% and 66%, respectively). Both male and female students at San Diego Miramar College had average success rates comparable to the average success rate of the general student population at the College (68%). However, the rates exceeded all colleges in the District and general student population average success rate of 66%.

Ethnicity

On average, the ethnic groups with the highest success rates between 2004-05 and 2008-09 were Caucasian and Asian/Pacific Islanders students (71% each). The average success rates of African American, American Indian, Latino, and students categorized as "Other" ethnicities were lower compared to the average success rates of both the general student populations (68%) and all colleges in the District (66%). The average success rates of Asian/Pacific Islander and Caucasian students exceeded the same averages. The average success rate of Filipino students (67%) was higher than the average success rate of the general student population for all colleges in the District, while the same average was lower than the average success rate of the general student population at San Diego Miramar College.

Age

With the exception of students who were under age 18, a general trend between 2004-05 and 2008-09 showed that as age increased, so did success rates. Students under age 18 had the highest success rate on average (82%). Students ages 40-49 generally showed a mild downward trend in success rates, from 79% in 2004-05 to 74% in 2008-09. The average success rates of all the age groups were higher than or comparable to the average success rates of both the general student populations at San Diego Miramar College (68%) and all colleges in the District (66%).

Annual Retention Rates

Overall

The annual retention rates for students showed a 4% increase between 2004-05 and 2008-09, with a five-year average of 75%. This five-year average retention rate was lower compared to the five-year average retention rate of all colleges in the District (81%). The San Diego Miramar College annual retention rates were lower, on average, compared to the annual retention rates of all colleges in the District during this period.

San Diego Miramar College Overall Retention Rates

Gender

On average, female student retention rates (81%) were higher compared to their male student counterpart (71%) between 2004-05 and 2008-09. The average retention rates of both male and female students were lower than the average retention rates of the male and female student populations of all colleges in the District (80% and 82%, respectively). The average retention rate of male students at the College was lower compared to the average retention rate of the general student population (75%), while the average retention rate of female students was higher compared to the same average. Between 2004-05 and 2008-09, the average retention rate of the male student population was lower than the average retention rate of the general student population of all colleges in the District (81%), while the average retention rate of female students was comparable.

Ethnicity

The ethnic groups with the highest retention rates, on average, were Asian/Pacific Islander students (83%) and Filipino students (81%) between 2004-05 and 2008-09. The average retention rates of African American, American Indian, Latino, and Caucasian students were lower compared to the average retention rates of both the general student populations (75%) and all colleges in the District (81%). The average retention rates of Asian/Pacific Islander and Filipino students exceeded or were comparable to the same averages. The average retention rate of students who were categorized as "other" ethnicities (78%) was higher than the average retention rate of the general student population; however, it was lower than the average retention rate of the general student population for all colleges in the District.

Age

Between 2004-05 and 2008-09, the age groups with the highest retention rates, on average, were students who were below 18 years old (92%) and students between ages 18 and 24 years old (81%). Retention rates of students who were between ages 30-39 generally showed an upward trend, from 58% in 2004-05 to 70% in 2008-09. The average retention rates of students between ages 25 and 50 and older were lower compared to the average retention rates of both the general student populations (75%) and all colleges in the District (81%). The average retention rate of students under age 18 to 24 years old exceeded or was comparable to the same averages.

Annual Grade Point Average

Overall

The annual GPA for San Diego Miramar College students declined between 2004-05 and 2008-09, with a five-year average of 2.89. The college-wide five-year average annual GPA was higher than the five-year average annual GPA of all colleges in the District (2.73). The College annual GPAs were higher, on average, compared to the annual GPAs of all colleges in the District between 2004-05 and 2008-09 as well.

Gender

Between 2004-05 and 2008-09, male students, on average, had a slightly higher annual GPA than their female student counterpart (2.90 and 2.88, respectively). The average annual GPA's of both male and female students were higher compared to the average annual GPA of the male and female student populations of all colleges in the District (2.70 and 2.76, respectively). The average annual GPA of the female student population at San Diego Miramar College fell slightly below the average annual GPA of the general student population (2.89), while staying above the average annual GPA of the general student population of all colleges in the District (2.73). The average annual GPA of male students exceeded the same averages.

Ethnicity

Caucasian students had the highest GPA (3.04), on average, between 2004-05 and 2008-09. The average annual GPA of American Indian, Asian/Pacific Islander, and Latino students fell below the average annual GPA of the general student population (2.89). However, they were higher compared to the average annual GPA of the general student population of all colleges in the District (2.73). The average annual GPA of African American, Filipino, and students categorized as "Other" ethnicities fell below the average annual GPA of both the general student populations at San Diego Miramar College and all colleges in the District. Caucasian students exceeded the same averages.

Age

Between 2004-05 and 2008-09, the age groups with the highest GPA, on average, were students between 40 and 49 years old (3.50), students who were age 50 and older (3.46), and students ages 30 to 39 (3.29). The average annual GPA of students who were between ages 18-24 (2.60) fell below the average annual GPA of both the general student populations at San Diego Miramar College and all colleges in the District (2.89 and 2.73, respectively). The average annual GPA of all other age groups exceeded the same averages.

Annual Awards Conferred

Overall

Overall, the trends for the type of awards conferred showed large fluctuations between 2004-05 and 2008-09. On average, 58% of the total awards conferred were associate degrees. The number of certificates requiring 30 to 59 units showed the greatest increase of 12%, from 135 in 2004-05 to 151 in 2008-09. In contrast, the number of awarded certificates that require 60 units or more decreased 100%, from 2 in 2004-2005 to 0 in 2008-09. The number of associate degrees awarded at San Diego Miramar College, on average, was 9% less than the number of associate degrees conferred within all colleges in the District.

Gender

Of the total awards conferred, both male (50%) and female (50%) students, on average, received relatively the same amount of associate degrees between 2004-05 and 2008-09. Both male and female students displayed a decreased trend of 1% and 16%, respectively, for associates degrees awarded. However, for certificates requiring 30 to 59 units, both male and female students showed an increased trend between 2004-05 and 2008-09 (1% and 30%, respectively). From 2004-05 to 2008-09, female students consistently earned a disproportionately low number of awards at San Diego Miramar College compared to the female student population of all colleges in the District. Male students exhibited the opposite pattern.

Ethnicity

The number of associate degrees conferred increased for African American and Latino students (5% and 19%, respectively) between 2004-05 and 2008-09. During this time, Caucasian students received the most awards across all award categories. Asian/Pacific Islander students had the second highest number of associate degrees and certificates requiring 29 or fewer units conferred. Furthermore, Latino students had the second highest number of certificates requiring 30 to 59 units on average. These trends reflect the fact that these three ethnicities (Caucasian, Asian/Pacific Islanders, and Latino) constitute the greatest proportions of the student headcount population at San Diego Miramar College. Latino students were consistently underrepresented across all types of awards conferred when compared to the Latino student population of all colleges in the District, while Caucasian students were overrepresented when compared to the Caucasian student population of all colleges in the District.

Age

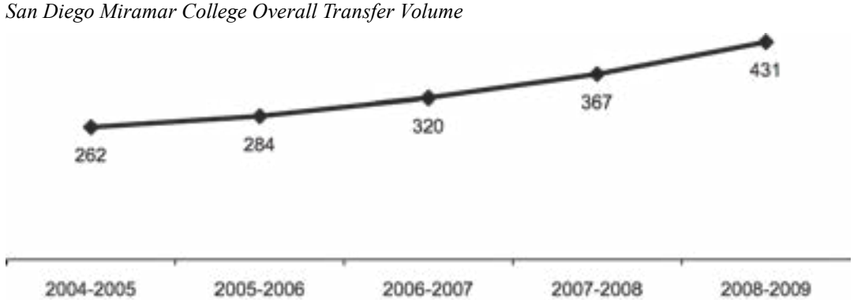
Approximately two-thirds of the total number of associate degrees and 100% of the certificates requiring 60 or more units awarded between 2004-05 to 2008-09 were to students between ages 18-29 years old on average. Students between ages 25 and 29 years old consistently displayed a trend of receiving approximately one-quarter or more of the awards within each award category. Students between ages 18-24 years old were overrepresented in the number of awards received when compared to the same age group of all colleges in the District. However, students ages 30-39 showed the greatest disparity in the number of awards received between 2004-05 and 2008-09.

Annual Transfer Volume

Overall

The annual transfer volume for San Diego Miramar College increased 65%, from 262 in 2004-05 to 431 in 2008-09.

San Diego Miramar College Overall Transfer Volume



Gender

Between 2004-05 and 2008-09, on average, of those who transferred from San Diego Miramar College, 50% were female students and 50% were male students. The transfer volume for both male and female students increased between 2004-05 and 2008-09 (41% and 90%, respectively).

Ethnicity

Of all the students who transferred from San Diego Miramar College, approximately half on average were Caucasian students (44%). Ethnic groups with the second and third highest transfer volumes were Asian/Pacific Islander students (17%) and Filipino students (12%) between 2004-05 and 2008-09. Most of the ethnic groups displayed an increased trend in transfer volume, with the exception of American Indian students, which displayed a 50% decrease. Latino students increased 168% in transfer volume, from 19 in 2004-05 to 51 in 2008-09.

Age

Of those who transferred between 2004-05 and 2008-09, on average, the greatest proportions comprised students between ages 18-24 (64%), students between ages 25 and 29 (23%), and students between ages 30-39 (10%). Students who were 50 years and older displayed a 50% decrease in transfer volume, while students between ages 25-29 showed a 162% increase in transfer volume during this timeframe.

CSU-UC/Private (In-State)/Out-of-State

On average, nearly half (47%) of the San Diego Miramar College transfer volume was comprised of students who transferred into the California State University system (CSU), followed by the University of California (UC) system (22%), out-of-state institutions (21%), and in-state private institutions (10%). Students who transferred from San Diego Miramar College to the UC system increased 92% in transfer volume, from 59 in 2004-05 to 113 in 2008-09.

CSU-UC

Of the total transfer population, 69% on average transferred into either the California State University (CSU) or University of California (UC) systems (47% and 22%, respectively). Of the total number of students who transferred to CSU or UC systems, the majority of students went to CSU (68%), and about one-third went to UC (32%) on average. Both the CSU and UC systems showed an increased trend in the number of students who transferred from the College (46% and 92%, respectively) to their respective systems between 2004-05 and 2008-09.

Private vs. Public

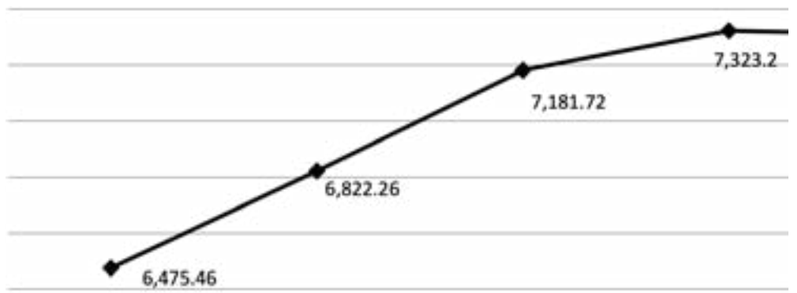
Of students who transferred, on average, 20% transferred to a private institution, and 80% transferred to a public institution. Both public and private institutions displayed an increased trend in the number of students who transferred from San Diego Miramar College (61% and 77%, respectively) to their respective institutions between 2004-05 and 2008-09.

Productivity and Efficiency

Annual Full Time Equivalent Students Summary

Between 2004-05 and 2008-09, San Diego Miramar College showed a 13% increase in FTES, from 6,453 in 2004-05 to 7,285 in 2008-09. College non-credit FTES remained relatively stable between 2004-05 and 2008-09.

San Diego Miramar College Annual FTES



Enrollments Summary

The enrollment trend for the online mode of instruction increased tremendously for the summer (191%), fall (114%), and spring (80%) terms between 2004-05 and 2008-09. The on-campus mode of instruction enrollment increased between 2004-05 and 2008-09 for the fall term (3%), decreased for the summer term (4%), and remained relatively stable for the spring term. The rate of change in enrollment trends for the general student population of all colleges in the District was lower compared to the rate of change in enrollment trends for the general student population of the College across the summer, fall, and spring terms.

Fill Rates Summary

The overall fill rates were the highest for the fall term, on average, when compared to spring and summer cohorts (84% vs. 82% and 76%, respectively) between 2004-05 and 2008-09. Overall fill rates for all colleges in the District followed the same pattern. On average, fill rates were the higher for the online mode of instruction across summer, fall, and spring terms (79%, 84%, and 84%) than the on-campus mode of instruction (summer 74%, fall 83%, and spring 81%). San Diego Miramar College had overall higher fill rates, on average, compared to the fill rates of all colleges in the District across all modes of instruction.

Productivity Summary

The load value (productivity) for fall 2004 (558) was greater than the load values of the other four fall terms. However, the load value for spring 2009 (524) was greater than the load values of the previous four spring terms. The statewide benchmark for load is 525 for a 17.5-week semester. SDCCD has set an internal benchmark of 557, commensurate with its 16.5-week semester.

Program Review, Planning, and Institutional Effectiveness

The College began working in earnest to integrate program review and planning six years ago beginning with the formation of a group called the Primary Planners (consisting of the vice president of Instruction, vice president of Student Services, Academic Senate president, and dean of Technical Careers and Workforce Initiatives). Toward the end of 2005, the new President at the time identified program review and institutional planning as a top priority for the College and created the Institutional Effectiveness (IE) Task Force, charged with development of a college-wide process for planning and institutional effectiveness. The College held a series of retreats and meetings including a Process Mapping Training Retreat; Institutional Planning Retreat; a series of Student Learning Outcomes Assessment Cycle (SLOAC) workshops; and instructional program review meetings, workshops, and retreats. The College also provided reassigned time for a SLOAC coordinator and hired a consultant to provide guidance for the IE Task Force.

In fall 2006, the Instructional Program Review Committee added the SLOAC function to its mission, in order to better integrate the evaluation of student learning into the program review, planning, and resource allocation processes. After this change, the Program Review/SLOAC Subcommittee (renamed from the Instructional Program Review Committee) began developing the specific tools, mechanisms, and procedures for a program review process.

During the same time period, the IE Task Force, in collaboration with the Program Review/SLOAC Subcommittee, the Student Services Committee, and the vice president of Administrative Services, developed an institutional effectiveness strategy that would integrate the program review processes and outcomes in Instruction, Student Services, and Administrative Services. Each division's program review process addressed and answered a set of common questions in the form of a short summary report or a presentation to the respective oversight committee, based on the division's needs:

1 Relevant history: where the program has been in the past.
2 Goals: program vision, where faculty members/staff see the program going in the future, in alignment with the College's strategic plan.
3 Strengths: program strengths that will allow it to reach its goals, based on available data about program performance.
4 Challenges: the issues that make it difficult to reach program goals, again based on available data about program performance.
5 Proposed Changes: the changes needed in functional areas to address the identified challenges and reach program goals.

The College conducts ongoing self-reflective dialogue and has developed and embraced a cyclical planning process that forms the foundation for institutional decisions. This planning process culminates in an annual update of the College-Wide Master Plan which sets the direction of the College and serves as a basis for departmental and program analysis and planning. In spring of 2008, the IE Task Force was changed to the IE Committee and since then one of its charges has been to coordinate the annual update of the College-Wide Master Plan (Doc. IN.51) as described in the San Diego Miramar College Planning Cycle.

In spring 2007, pilot studies were conducted using the new program review processes for seven instructional programs (developmental English, transfer English, English for Speakers of Other Languages, Speech, Spanish, Biology-Allied Health, and Aviation Maintenance), two student services areas (EOPS/CARE and Assessment), and one administrative services area (Reprographics). This pilot test of the program review process was evaluated and used as a basis for establishing a permanent process for each of the College's three major divisions. This permanent process established comprehensive program reviews for approximately one-third of the College's programs each year, with shorter annual updates for the remaining two-third of the programs. This schedule was designed so that each program would undergo a comprehensive review once every three years, with annual updates to facilitate input from all programs into the College's annual planning and budgeting processes.

In fall 2007, the College finalized the new program review process and three-year review cycle. At the beginning of the semester, the entire two days of FLEX (August 22 and 23, 2007) were devoted to program review and student learning outcomes activities. These FLEX days were followed by the faculty defining each of the College's instructional programs (Student Services and Administrative Services programs were already well-defined). The resultant list of 59 separate instructional programs was divided into three different groups, each of which would undergo a comprehensive program review once every three years. During this time period, the program review guidebook was also updated and on-site training was provided to department chairs and administrators on how to access and use program review data provided by the District's IRP Office.

In spring 2008, program reviews were completed for the set of programs identified in fall 2007. Also in spring 2008, the College approved the college-wide planning process and designated the IE Committee as a permanent participatory-governance committee responsible for college-wide planning. As part of the institutionalization of this process, the deadline for completion of program review reports was moved from the spring to the fall in order to allow for earlier input of program review information into the college-wide planning process. Programs that were slated to undergo program review in spring 2009 were therefore moved to an earlier due date of fall 2008.

In fall 2008, programs slated to undergo program review in the 2008-09 academic year completed their reviews in accordance with the new timeline. The results of the program reviews completed in spring and fall 2008 were used in the college-wide planning and decision-making process

piloted during the 2008-09 academic year. This process culminated in the completion of the 2009-10 College-Wide Master Plan and the College's priorities for the 2009-10 academic year, as per the College's new integrated planning cycle (College Executive Committee Minutes 10Mar2009, Doc. IN.52 and 2009-10 Ranked College-Wide Priorities, Doc. IN.53). The ranked priorities are developed annually in accordance with the integrated planning cycle.

In spring 2009, the Instructional Program Review/SLOAC Committee conducted a comprehensive evaluation of the program review process and proposed a number of changes intended to improve the process by better integrating it with the SLOAC, college-wide planning, and resource allocation processes. These changes were subsequently approved by the appropriate college participatory-governance committees (Summary of Proposed Changes to PR/SLOAC, Doc. IN.13; Program Review Annual Report Form, Doc. IN.14; Program Review Instructions 2009-10, Doc. IN.15). Major modifications included:

- Changing the program review process timeline to align with the college-wide master planning process
- Clearly defining and identifying the College's instructional programs, resulting in a total of 28 programs
- Reorganizing the college catalog by instructional program
- Publicizing program-level SLOs in the catalog
- Changing program review to an annual process for all programs, instead of a triennial "comprehensive" review with annual updates
- Modifying the forms used to report program review results
- Rewriting the instructions for program review
- Streamlining the submission process for program review results
- Specifying program review research data requirements and including those on the College's annual research agenda

All instructional programs underwent program reviews during fall 2009 using the revised program review process. As in the previous cycle, the results of those reviews were used in the college-wide planning and decision-making process. This process culminated in the completion of the 2010-11 College-Wide Master Plan (Doc. IN.51) and the Ranked College-Wide Priorities for the 2010-11 academic year (Doc. IN.54).

In the 2008-09 academic year, a Student Services Program Review and Student Learning Outcomes (SLOs) Task Force was created by the Student Services Committee to focus on improving the program review forms and process used in the student services departments. The task force created a new timeline and provided guidance and assistance in the SLOs and program reviews undertaken by the student services departments. In the revised program review process, the task force integrated ongoing assessment of SLOs, linked program review to planning, and provided a mechanism for reporting how well the Student Services Division meets student needs. The refined process results in the production of an annual program review report inclusive of programmatic goals, areas of strengths and needed improvements, program effectiveness, and future planning. In addition, the process includes SLOs assessment and analysis and service unit objectives assessment and analysis; it also links outcomes to recommendations for programmatic improvement. The new timelines established by the task force are in sync with the Administrative Services and Instructional divisions and provides data to inform planning and resource allocation at the college-wide level (Doc. IN.35).

The Administrative Services division created a parallel program review form in spring 2009, and identified service outcomes for each area. Program review was conducted in fall 2009, and the results of those reviews were used in the college-wide planning and decision-making process in the 2009-10 planning cycle. These results culminated in the 2009-10 Administrative Services Division Goals and Objectives (Doc. IN.55).

Program review data was first used by the Hiring Committee in 2008 to prioritize faculty hiring lists for replacement and new positions (Hiring Committee criteria, process, and forms, Doc. IN.56) and by the Budget and Resource Development Subcommittee for instructional equipment lists. Program review data was formalized as part of the classified position prioritization process in 2009.

By fall 2010, San Diego Miramar College had undergone four program review cycles (including the pilot program review cycle). Every currently active college program has been reviewed at least once, incorporating data related to student learning and achievement. The results of the program reviews have been used to refine and improve educational practices at the program level as well as the overall college planning level. The College has also twice conducted comprehensive reviews and made major refinements to the program review process (once following the pilot program review cycle in spring 2007 and once following the spring 2008 and fall 2008 program review cycles). Program review processes are ongoing and systematic and are used to improve student learning and achievement. The College is working at the sustainability level of continuous quality improvement in program review and planning.

The San Diego Miramar College Planning Cycle is organized into five stages: (1) Assessment, (2) Prioritization, (3) Planning, (4) Implementation, and (5) Review. The major components of these stages are described below.

During the "Assessment Stage," program review, SLOAC data, and an external environmental scan are used as inputs into the planning process. After assessing data and completing SLOs/program reviews, resource needs are identified for the next academic year. This process is conducted at the program level and reviewed by the school deans or managers and vice presidents and summarized into various planning products: staff and faculty needs lists, equipment needs lists, and facilities needs lists.

During the "Prioritization Stage" of the planning cycle, division and college goals and objectives, college-wide priorities, and faculty and staff hiring plans are formulated for the next academic year.

After prioritization, "Planning" for the next academic year takes place with the submission of discretionary budgets, allocation of full-time equivalent faculty (FTEF), and submission of reassigned time to Business Services. A tentative budget is developed and circulated, and the College can further refine its resource allocations across campus as necessary. These stages are completed with widespread input from the College through participatory-governance committees charged with recommending prioritized resource requests. All committee meetings on campus are open, and meeting schedules are posted on the college-wide online master calendar so that anyone

with an interest can participate. Students are invited to participate on these committees each year as well.

During the "Implementation Stage" of the planning cycle, college-wide priorities developed in the previous year's cycle are continuously applied to resource allocation, decisions, and recommendations throughout the year. Committees such as the Budget and Resource Development Subcommittee (BRDS) and the Faculty Hiring Committee use these ranked priorities to guide their decision making. For example, during its consideration of requests for funding, submitted with data from the appropriate program review, the BRDS aligns all requests with the annual college-wide priorities.

During the "Review Stage," the College reviews and updates the strategic plan and Mission Statement according to an agreed upon schedule. In addition, each division (Instruction, Student Services, and Administrative Services) completes an assessment of the prior year's goals and objectives and produces a report. In addition, a research agenda is approved which will guide the Research Subcommittee's work in the following year. The planning process is cyclical, and so it will continue with a new "Assessment Stage" as the next part of the cycle.

In 2005, San Diego Miramar College's Institutional Effectiveness (IE) Task Force was charged with development and improvement of the college-wide master planning process and operational efficiency, but it was not until 2008 that the current structure was in place. During this time, the IE Task Force was reorganized into the IE Committee. Incorporating SLOs and program review results in the college-wide master planning process is also relatively new, and as such, many courses, programs, and services are just beginning to quantitatively assess SLOs. As more SLOs are assessed, a more accurate picture of student learning will emerge, and faculty and staff will be able to have an ongoing dialogue about improving instruction, services, and processes from a data-based perspective. San Diego Miramar College strives to enhance its effectiveness and efficiency through the continuous college wide planning and review process.

Student Learning Outcomes

Phase One—"Awareness" and the "G-Drive (intranet) Years"

San Diego Miramar College began its Student Learning Outcome Assessment Cycle (SLOAC) program in 2004 by sending several faculty members to SLOs workshops. In spring 2006, the College used the Title III grant funds to appoint a faculty SLOAC coordinator with 50% release time from teaching responsibility. During the Fall 2006 Convocation, faculty and administrators attended a presentation by Dr. Norena Badway (Associate Professor of Education at University of Pacific with the extensive background on student learning outcomes and assessment).

Progress was slow at first. As the College became "aware" of SLOs, many misconceptions persisted about SLOs and the SLOAC process. At the beginning, faculty developed SLOs without identifying a means of assessing them. In some cases, more time was spent on grammar, phraseology, and taxonomy than actual assessment.

In 2006, as leadership groups and governance groups (e.g. Academic Senate, Curriculum Committee, and College Executive Council) began to evaluate the status of the College's SLOs, questions about ways in which authentic assessment could be adopted became central, demonstrating the beginnings of the institutional dialogue so important to ensuring success. Conversations occurred throughout campus as San Diego Miramar College explored models, definitions, and best practices at other colleges as a way to discover the best path forward for the campus. Recognizing the need for a central location point for data collection and maintenance of the College's SLOs materials, several people attempted to organize data on the College intranet. Up until the end of spring 2008, Title III grant funds were used to support SLOAC coordinator reassigned time to ensure a model for the SLOAC process would be developed and adequate training would be provided to faculty members. In addition, in fall 2008, several expensive software applications were evaluated, including programs eventually adopted by district sister colleges San Diego City College and San Diego Mesa College; however, after a campus-wide dialogue, the College decided not to adopt any of the evaluated programs. In short, the College felt it was not ready to take advantage of any of the sophisticated programs being evaluated. In addition, the cost of the program was prohibitive given the College's very limited budget. The Title III grant ended at the end of August 2008, and the College used other sources to fund the 100% released time for SLOAC faculty assignment for one year. In the meantime, the position name of SLOAC coordinator was changed to SLOAC Facilitator to truly reflect the role of this assignment.

Phase Two—"Development" and the "Google Docs Years"

Some faculty and administrators recognized that merely storing SLOs information on the intranet as word documents was not the most efficient method of organizing data. In response, in 2009, a pilot test was begun to assess the availability of other methods for assembling and tracking data. As a result, a system using Google Docs was developed and successfully used by aviation, chemistry, and biology faculty and chairs to gather data, assess, and improve their SLOs. Widespread institutional dialogue occurred during this time period as departments wrestled with best practices and what authentic assessment meant in their particular fields. Many departments began to actually assess their written SLOs, resulting in the analysis and improvement central to the SLOAC process.

Phase Three—Moving towards "Proficiency" and the "Database Tracker Years"

In fall 2009, the pilot test was deemed a success, but lessons learned during the process led campus leaders to seek a more accessible system for electronically managing campus SLOAC information. In January 2010, a free, open-source database management system was adopted, and a tracking system for the College's 700+ courses was developed. The goals for Spring 2010 semester were to: (1) have authentic SLOs written for every course and (2) have data collected for every course offered in the Spring 2010 semester inputted into the new SLOAC tracker so that departments can assess quality and plan improvements in teaching and learning. Completion of these goals will indicate the College has achieved the proficiency level. At this time, the college has extended the timeline for completion of these two goals to the end of Fall 2010.

Phase Four—Plan to reach "Proficiency" by 2012

In spring 2010, the campus began to draw up a plan to reach the "sustainability" level. By completing the tasks outlined in the draft "SLOAC Timeline to Proficiency," the College as a whole can then have widespread conversations regarding the results and findings in program and institutional SLOs.

Off-Campus Sites and Distance Learning

San Diego Miramar College's academic and career/technical education degree programs are congruent with its mission, are established from recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The College's degree programs require a minimum of 60 units and were designed for students to complete in two years, although many students take longer for a variety of reasons. The college catalog describes courses and curricular sequence of educational programs. A list of off-campus locations where classes are offered is available (Doc. IN.57). A list of programs that can be completed through on-line education is provided in Appendix B to Substantive Change Letter (Doc. IN.58).

Use of Federal Grant Monies

The District's contract auditors conducted an audit of compliance in accordance with generally accepted auditing standards in the United States; the standards applicable to this financial audit as described in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audit of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that the auditors plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above could have a direct and material effect on a major federal program. The audit includes examining, on a test basis, evidence about the District's compliance with those requirements. In the opinion of the District's independent auditors, Capporicci & Lason, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs. (SDCCD Audit Report year ended June 30, 2007; SDCCD Audit Report year ended June 30, 2008; SDCCD Audit Report year ended June 30, 2009; Doc. IN.59-61).

SUPPORTING DOCUMENTATION FOR INTRODUCTION

Doc. IN.1	San Diego Regional Environmental Scan Report, 2006; (http://research.sdccd.edu/Include/Miscellaneous/ Environmental%20Scan_July%202006.pdf)
Doc. IN.2	Welcome Back Program
Doc. IN.3	Mission Statement posters and small card
Doc. IN.4	San Diego Miramar College Planning Cycle
Doc. IN.5	Draft Instructional Master Plan
Doc. IN.6	SLOAC training dates 2009-10
Doc. IN.7	Campus Data Facilitation/Collaborative Inquiry Sessions, 2009-10
Doc. IN.8	Miramar College Governance Handbook
Doc. IN.9	College Executive Committee Minutes May 26, 2009
Doc. IN.10	Minutes from CEC meetings 7/8/08 and 12/2/08. Minutes from IE meeting 12/11/09
Doc. IN.11	IE Task Force Notes of October 12, 2007
Doc. IN.12	Program Review & SLOAC Guidebook
Doc. IN.13	Summary of Proposed Changes to PR/SLOAC
Doc. IN.14	Program Review Annual Report Form
Doc. IN.15	Program Review Instructions 2009-10
Doc. IN.16	2010-11 CWMP Production Timeline
Doc. IN.17	PR/SLOAC Subcommittee agenda February 9, 2010
Doc. IN.18	21st Century Learning Objectives
Doc. IN.19	SLOAC Annual Report 2010
Doc. IN.20	Draft SLOAC Timeline to Proficiency
Doc. IN.21	Opening Day PowerPoint January 21, 2010
Doc. IN.22	February 16, 2010 Chairs Council agenda
Doc. IN.23	Decision Criteria to Spare Low Enrolled Classes
Doc. IN.24	San Diego Miramar College Viewbook
Doc. IN.25	Instructional Program Rack Card
Doc. IN.26	Student Services Program Rack Card
Doc. IN.27	San Diego Miramar College Faculty and Staff Handbook
Doc. IN.28	Board Policy 3100
Doc. IN.29	Guidelines for Addressing Academic Honesty
Doc. IN.30	Sample Contract for Academic Honesty

Doc. IN.31 Sample Letter for Academic Dishonesty

Doc. IN.32 Sample Statements for Syllabi on Academic Honesty

Doc. IN.33 Board Policy 4030

Doc. IN.34 2009-10 San Diego Miramar College Catalog

Doc. IN.35 Student Services SLOAC Taskforce Meeting Agenda with Timeline, August 31, 2009

Doc. IN.36 AFT Collective Bargaining Agreement between the AFT-Guild, Local 1931-College Faculty (http://hrpublic.sdccd.edu/)

Doc. IN.37 Budget and Resource Development Subcommittee minutes February 19, 2010

Doc. IN.38 FLEX activity list for spring 2010

Doc. IN.39 Summary of Proposed Changes to the College Governance Handbook Approved by the College Governance Committee, spring 2009

Doc. IN.40 SDCCD Online Handbook

Doc. IN.41 SDCCD Online Learning Pathways Newsletter

Doc. IN.42 Three Year Rolling Technology Plan

Doc. IN.43 General AV Guidelines

Doc. IN.44 Datatel Training Schedule

Doc. IN.45 Grant proposal form

Doc. IN.46 2009-10 Partnerships and Grants

Doc. IN.47 Budget Forum, March 2, 2010

Doc. IN.48 SDCCD Administration and Governance Handbook

Doc. IN.49 Linking Budgeting and Planning

Doc. IN.50 Miramar College Fact Book 2009

Doc. IN.51 College-Wide Master Pan

Doc. IN.52 College Executive Committee Minutes March 10, 2009

Doc. IN.53 2009-10 Ranked College-Wide Priorities

Doc. IN.54 2010-11 Ranked College-Wide Priorities

Doc. IN.55 Administrative Services Division Goals and Objectives, 2009-10

Doc. IN.56 2008 Hiring Committee criteria, process, and forms

Doc. IN.57 List of off-campus locations

Doc. IN.58 Appendix B to Substantive Change Letter

Doc. IN.59 SDCCD Audit Report year ended June 30, 2007

Doc. IN.60 SDCCD Audit Report year ended June 30, 2008

Doc. IN.61 SDCCD Audit Report year ended June 30, 2009

ABSTRACT OF THE REPORT

ABSTRACT OF THE REPORT

The purpose of any self study is to discover strengths and areas needing improvement from an internal perspective. Upon compilation of this report, San Diego Miramar College identified five central themes that pervade how the College carries out its daily functions: (1) the importance of data-driven decision making, (2) program review, (3) planning on multiple levels, (4) institutional effectiveness, and (5) the current budget situation in California. These five themes and how they relate to the four standards are summarized below.

The importance of using data for decision making has grown significantly since the last accreditation cycle. When determining whether the College is meeting its mission and students' stated educational goals, student enrollment data and district-provided data on student success assist the College in supporting and expanding instructional and student services programs. Each program must use data to support claims in its program review, data that can range from student learning outcomes (SLOs) in the Instructional Division to point-of-service surveys in the Student Services Division.

As programs grow, the need for additional high-quality faculty or staff grows as well. When the College identifies an area for growth and begins searching for qualified personnel to fill instructor positions, the Faculty Hiring Committee uses a numerical rating system against pre-selected criteria to choose the best candidate. Once hired, the new faculty member is subject to peer and student evaluations to ensure that quality instruction is taking place. All faculty members take part in the student learning outcomes assessment cycle (SLOAC), which uses measurable SLOs in order to find areas in which instruction can be improved. A fine example of how data is being used to improve instruction is illustrated in the Basic Skills Initiative. The Mathematics Department is monitoring student success as a function of programmatic changes to see if efforts in basic skills are leading to results.

As the center of all planning activities of the College, the Institutional Effectiveness (IE) Committee relies heavily on data, as evidenced by its use of an external environmental scan and data acquired by the Research Subcommittee. Using as many sources of information as possible, this committee orchestrates the annual update of the College-Wide Master Plan. A significant barrier to using data to support decisions has been the lack of a college-based researcher (CBR). However, the District has recently taken steps to remedy this problem by assigning a district research analyst to the College two days a week. The district Institutional Research and Planning (IRP) Office supplies the primary data for program review.

Perhaps the most important data is collected for and presented in program review. Every program or service area on campus has the framework in place to conduct an annual program review, although mechanisms in some areas may be further developed than others. Through program review, a program or service area communicates its facilities, equipment, technology, and human resources needs to the entire College. Taking the Instructional Division as an example, in the 2010-11 planning cycle, program reviews were submitted to the appropriate school dean. The school deans then extracted goals and objectives from these program reviews and shared them with the vice president of Instruction. The three campus vice presidents (Instruction, Student Services, and Administrative Services) met and synthesized an unranked list of priorities based on their divisional goals and objectives. The unranked priorities were then forwarded to the IE Committee,

and a ranking order of the priorities was determined. This ranked list of college-wide priorities will be used as a basis for college-wide planning and decision making in the 2010-11 academic year. Therefore, all planning at the College is driven by program review.

Planning at the College occurs on multiple levels. Program review essentially facilitates planning at the program level. Results from program reviews in all departments/service areas facilitate planning at the school or service area level through the identification of goals and objectives. These goals and objectives facilitate planning at the divisional level, which feed into college-wide planning through the IE Committee. This annual cycle organizes the institutional dialogue that is essential to coordinated growth and development of the College.

The result of this dialogue is the development of high-level plans such as the draft Instructional Master Plan, Facilities Master Plan, Three Year Rolling Technology Plan, College-Wide Master Plan, and 2007-2013 Strategic Plan. The draft Instructional Master Plan and Facilities Master Plan guide construction of new facilities funded by Propositions "S" and "N." Language in these propositions specify that new facilities must have necessary staffing, and these needs are addressed through the integration of human resources planning with institutional planning; the Faculty Hiring Committee establishes ranked hiring lists, and the College Executive Committee reviews the prioritized classified hiring list. One or more of the higher-level plans gives direction to both of these committees in this process. On a fundamental level, new facilities are planned with users in mind, as they are present in the early design phase with architects present. The Audiovisual Department creates AV Plans for each new construction, ensuring that technology needs are addressed. Finally, the District has had the foresight to pursue LEED certification for all new buildings with an eye towards reducing long-range operational and maintenance costs.

All of these plans are coordinated by the IE Committee, which is guided by the College's mission. As the central coordinating body, this committee has the charge of reflecting on the annual cycle used to update the College-Wide Master Plan and making refinements. Several improvements to the processes that drive college development have been made. At the instructional level, program review has been refined, and SLOs and the student learning outcomes assessment cycle have gained traction, essentially driving how programs develop. Student Services has recently revamped its program review process to better fit with the type of work they do. The former Planning and Budget Committee was reorganized as a subcommittee under the purview of the IE Committee. These three examples illustrate how the College has worked to improve its internal processes to enhance its effectiveness, and all of these changes are the result of the oversight of the IE Committee.

The final theme that appears consistently in this self-study report is the budget situation in California. Although not explicitly mentioned in every standard, it looms over all of the College's activities. It has affected the work of the Budget and Resource Development Subcommittee, as the lack of available funds has suspended the request for funding process; only specifically defined emergency requests have been considered for funding. The budget situation has had an alarming impact on the Student Services area. Outreach and recruitment activities have been suspended, evening hours for service offices have been reduced, and placement exams are no longer held at high school campuses. The College's tutoring center, The PLACe, has seen dramatic cuts, resulting in the discontinuation of Saturday service. In the library, fiscal year 2009-10 has seen a dramatic decrease in additions to the collection. Campus wide, the vacant contract faculty and staff positions due to retirement and/or resignation have been defunded, and the additional staffing for newly constructed facilities has not been added. In response, the College has resorted to adjusting staffing patterns and workloads in order to compensate. Finally, the College has not been able to hire a dedicated campus-based researcher (CBR), which is an essential position since the processes established by the IE Committee are all data driven.

Despite these hardships, San Diego Miramar College has worked to have well-designed, functional processes in place when the budget situation improves. The College has undergone tremendous change as it transitions from a small college with specialized course offerings, small staff, and limited resources to a comprehensive college on par with its sister colleges in the District. As the College has grown, the processes for resource allocation, informed decision making, and effective planning have developed. The process has not been without its challenges; many areas of improvement remain, but the College has made significant progress towards becoming a comprehensive educational institution that fully supports student learning and gives students the opportunity to achieve their educational goals.

ORGANIZATION FOR THE SELF STUDY

ORGANIZATION
FOR THE SELF STUDY

San Diego Miramar College received its accreditation reaffirmation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2005. The College immediately began working on the recommendations made by the ACCJC, and in October 2006, the Accreditation Progress Report was submitted to and subsequently accepted by the ACCJC. In October 2007, the College developed and submitted the required Focused Mid-Term Report, which was accepted by the ACCJC in January 2008. During the development of these reports, the College assembled the necessary evidentiary documents to verify and validate the progress made in addressing the recommendations of the visiting team in 2004. The College has tracked progress on the self-identified planning agenda items that were created as part of the 2004 Self-study Report and the 2007 Midterm Report, and accomplishments were reported earlier in this introduction.

In summer 2007, the Accreditation Liaison Officer (ALO) and the college President proposed the membership of the Steering Committee for the production of the 2010 Institutional Self Study. The Steering Committee members include a faculty member and the ALO. The Steering Committee membership was subsequently approved by the College Executive Committee (CEC). The primary tasks of the Steering Committee were to: (1) oversee the work of the standard committees and communicate the progress of the accreditation self study to the College; (2) review the ACCJC accreditation standards, policies, and themes to ascertain the current accreditation readiness of the College and present its findings for future institutional deliberations and actions; and (3) propose accreditation-related measures and/or activities. In addition, the Steering Committee was charged with the development of a structure and timeline for writing and submission of the institutional self study. In addition, the need of an editor for the Self Study was identified. Subsequently, the steering committee faculty co-chair and the editor positions were announced and circulated among faculty to solicit applications.

In fall 2007, the College decided to implement a tri-chair structure to coordinate each standard of the institutional self evaluation. The tri-chair structure comprised of one administrator, one faculty, and one classified staff member. Faculty co-chairs were recommended by the Academic Senate, classified co-chairs were recommended by the Classified Senate, and administrators were appointed by the President. The Academic Senate and the Classified Senates' recommendations were approved by the President. Students were invited to participate through the Associated Student Council.

On February 8, 2008, an orientation for standard co-chairs was held to discuss roles of standard co-chairs and standard teams in the production of the self study. Other discussions at the orientation included strategies for recruiting standard team members, review of self-study related materials such as ACCJC publications, and the self-study timeline.

On March 14, 2008, ACCJC conducted training for co-chairs from all colleges and Continuing Education (CE) of the District at San Diego City College. Subsequently, each standard team recruited members to assist the co-chairs with writing, evidence gathering, and answering the guided questions provided by ACCJC. The self-study standard co-chairs held regular meetings to conduct business related to the writing of the standard. Co-chairs of the Steering Committee were

invited to join these meetings as needed. The Steering Committee held monthly meetings with the standard co-chairs to track progress of the self-study report, to monitor the timeline, and to ensure that drafts of each section were circulated and read by members of the College. Standard co-chairs were tasked with addressing the criteria for accreditation in their standard, identifying the evidence used to support their assertions, responding to the recommendations that relate to their standard, and addressing progress on the self-identified planning agendas from the 2004 Accreditation Self Study.

In September 2008, self-study co-chairs from each of the three colleges and CE met with district office personnel at the regularly scheduled district-wide accreditation coordination meetings to discuss information and concerns among the colleges, CE, and the district offices. Procedures were developed and implemented for the requesting of evidence. Regular reports and briefings were developed and presented to the Board of Trustees. In addition, the district office received four recommendations after the 2004 accreditation site visit. The district offices worked to fulfill these recommendations and prepared the responses to the recommendations. These responses are included in this document.

In December 2008, the first preliminary draft of the standard reports was posted on the college intranet for ease of file sharing with the steering committee members. The Student Satisfaction Survey, the Employee Perception Survey and the Point-of-Service Surveys were conducted in spring 2009 on all district campuses. The survey instrument was developed by the district Institutional Research and Planning (IRP) Office with consultation with the self-study co-chairs on all campuses. The results of all of the surveys were shared with the College at the end of the Spring 2009 semester. The standard teams continued to work on their drafts, and a second draft was posted to the intranet in June 2009 and hard copies were placed in the mailroom, library and staff lounge. A feedback form was emailed to the entire college for receiving comments.

The first round of public forums was held in November 2009, to solicit input on the second draft of the self-study report. Notes regarding areas that needed to be addressed were provided to the individual standard co-chairs. The third draft of the self-study report was posted to the intranet and hard copies were shared in the mailroom, library and staff lounge in December 2009, and the Associated Student Council (ASC) identified a student to serve on the Steering Committee in December 2009 as well. This student was given copies of draft reports, attended convocation in January 2010, and provided feedback from the ASC to the Steering Committee. Also, the ASC President, who is an active member of CEC, communicated information about the self study to the student body.

Updates on the progress of the self study were communicated at opening day convocations each semester in 2009-10, and updates on accreditation and SLOAC were made part of the standing agenda of CEC, Academic Senate, Classified Senate and ASC. In addition, the steering committee faculty co-chair kept the College well informed of the accreditation self-study status by regularly sending out communication and reminders regarding the accreditation timeline and planned tasks. Starting in fall 2009, a monthly accreditation update with scheduled events was provided in each issue of the Miramar eNews published by the Communication Services.

A second round of public forums was held in early March 2010 to solicit input to the third draft of the Self Study. The input again were provided back to the standard committees for inclusion in the fourth draft. A third and final round of forums was held in early April 2010. The fifth draft of the self-study report was posted on the intranet on April 16, 2010, after being finalized and approved by the Steering Committee. The draft report was circulated to constituency groups for final review and approval in late April and approved by the Academic Senate on May 4, 2010. The final draft was reviewed and approved by the College Executive Committee on May 18, 2010, and the self-study report was presented to the Board of Trustees for acceptance on July 8, 2010.

Time Frame	Activities
Summer 2007	Developed self-study structure
Fall 2007	Selected Tri-Chairs, Steering Committee Faculty Co-Chair, and Editor
February - March 2008	ALO conducted orientation for co-chairs and solicited members for each standard, organized team structure
April-May 2008	Gathered information to respond to the guided questions with supporting evidence
Fall 2008	Began writing text of the self-study report with the information gathered
Spring 2009	Student Satisfaction Surveys, Employee Perception Surveys, and Point of Services Surveys were conducted and results were shared
June 2009	Self-Study Draft Version 2
November 2009	Public Forum Round 1
December 2009	Self-Study Draft Version 3
Spring 2010	Review of Self-Study Report by Steering Committee
March 8/9, 2010	Public Forum Round 2
March 25, 2010	Self Study Draft 4
April 7/8, 2010	Public Forum Round 3
April 16, 2010	Self Study Draft 5
May 18, 2010	College Executive Committee Approval
May-June 2010	Final Edits and Formatting of Self-Study Report
July 8, 2010	Board Acceptance of Self-Study Report
August 2010	Mail Self-Study Report to Commission
Summer 2010	Catalog evidence for Self-Study Report and make arrangements for Site Visit
October 11-14, 2010	Site Visit

Membership of the Self-Study Standard Committees

Standard Committee Participants

Steering Committee
Linda Woods, Faculty Co-Chair
Kathy Werle, Vice President of Instruction, Accreditation Liaison Officer

F**aculty Editor**
Namphol Sinkaset

Standard One: Institutional Mission and Effectiveness
Lou Ascione, Dean of Arts and Humanities, Standard I Coordinator

I.A. Mission
Lou Ascione, Administrative Co-chair
Buran Haidar, Faculty Co-chair
Carol Smith, Classified Co-chair
Kandice Brandt, Faculty
Alan Vierson, Faculty
Richard Halliday, Faculty
Parvine Ghaffari, Faculty
Sandi Trevisan, Classified
Elizabeth Orr, Student

I.B. Improving Institutional Effectiveness
Paulette Hopkins, Administrative Co-chair
Namphol Sinkaset, Faculty Co-chair
Johanna Bodnar, Classified Co-chair
Brett Bell, Administrator
Peter Fong, Administrator
Parvine Ghaffari, Faculty
Mike Charles, Faculty
Daphne Figueroa, Faculty
Linda Lee, Faculty
Amy Fraher, Faculty
Buran Haidar, Faculty
Michael Lopez, Faculty
Mary Hart, Faculty
Trine Jobe, Classified

Standard Two: Student Learning Programs and Services
Kathy Werle, Vice President of Instruction, Standard II Coordinator

II.A. Instructional Programs
Kathy Werle, Administrative Co-chair
Duane Short, Faculty Co-chair
Joyce Allen, Classified Co-chair

Jordan Omens, Faculty
Bob Fritsch, Faculty
Carol Murphy, Faculty
Daniel Igou, Faculty
Wayne Sherman, Faculty
Thu Nguyen, Classified
Reginald Boyd, Classified
Desiree Payne, Classified
Elizabeth Orr, Student

II.B. Student Support Services
Peter Fong/Adela Jacobson, Administrative Co-chairs
Erica Murrietta, Faculty Co-chair
Alice Nelson/Kare Furman, Classified Co-chairs
Corri Ort, Faculty
David Navarro, Faculty
Wendy Stewart, Faculty
Kevin Petti, Faculty
Joseph Hankinson, Classified
Edith Pollack, Classified
Alice Nelson, Classified
Elizabeth Orr, Student
Nicholas Moone, Student
Francesca Gade, Student

II.C. Library and Learning Support Services
Susan Schwarz, Administrative Co-chair
Mary Hart, Faculty Co-chair
Temmy Najimy, Classified Co-chair
Laura Gonzalez, Faculty
Eric Mosier, Faculty
Diana Fink, Faculty
Wahid Hamidy, Faculty
Francine McCorkell, Classified
Glenn Magpuri, Classified

Standard Three: Resources
Brett Bell, Vice President of Administrative Services, Standard III Coordinator

III.A. Human Resources
George Beitey, Administrative Co-chair
David Navarro, Faculty Co-chair
Annette DeLozier, Classified Co-chair
Judy Patacsil, Faculty
Tim Hempleman, Faculty
Carmen Martinez-Coniglio, Classified

III.B. Physical Resources
Greg Newhouse, Administrative Co-chair
Joan Thompson, Faculty Co-chair
Dan Gutowski, Classified Co-chair
Mark Hertica, Faculty
Dane Lindsay, Classified

III.C. Technology Resources
Susan Schwarz, Administrative Co-chair
Rechelle Mojica, Faculty Co-chair
Kurt Hill, Classified Co-chair
Wahid Hamidy, Faculty
Rex Heftman, Faculty
Glenn Magpuri, Classified
Todd Williams, Classified
Chris Delozier, Classified
Wasem Stancksay, Student

III.D. Financial Resources
Brett Bell, Administrative Co-chair
David Buser, Faculty Co-chair
Denise Kapitzke, Classified Co-chair
Rex Heftman, Faculty
Carol Smith, Classified

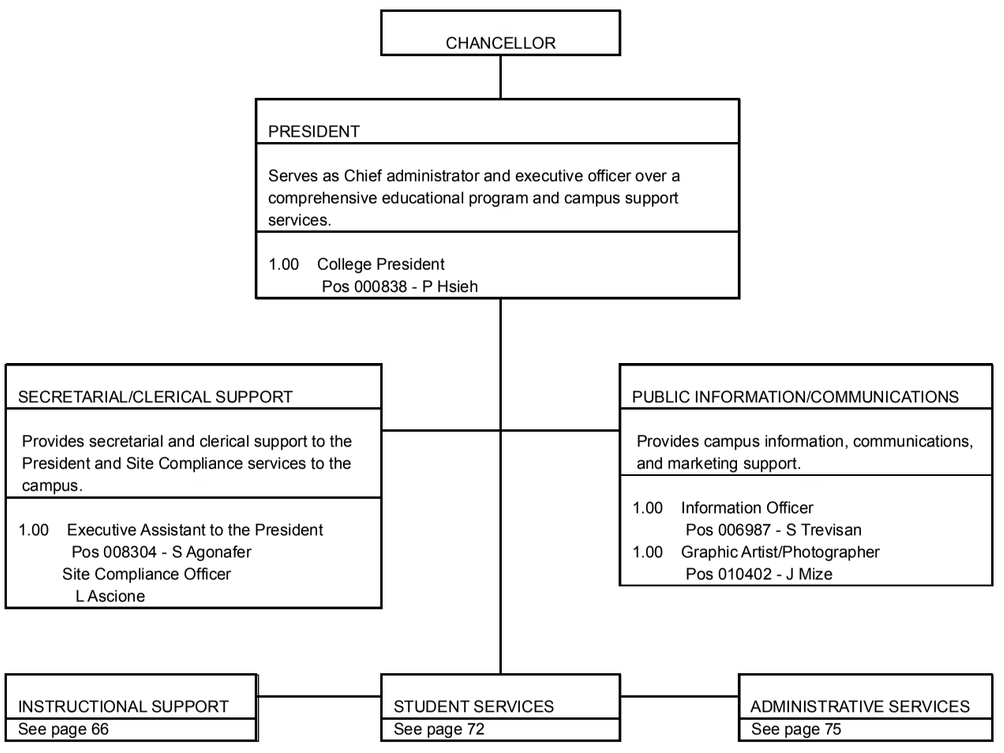
Standard IV: Leadership and Governance
Kathy Werle, Vice President of Instruction, Standard IV Coordinator

IV.A. Decision-Making Roles and Processes
Greg Newhouse, Administrative Co-chair
Bob Fritsch, Faculty Co-chair
Sam Shooshtary, Classified Co-chair
Patricia Hsieh, Administrator
Daphne Figueroa, Faculty
Darrel Harrison, Faculty

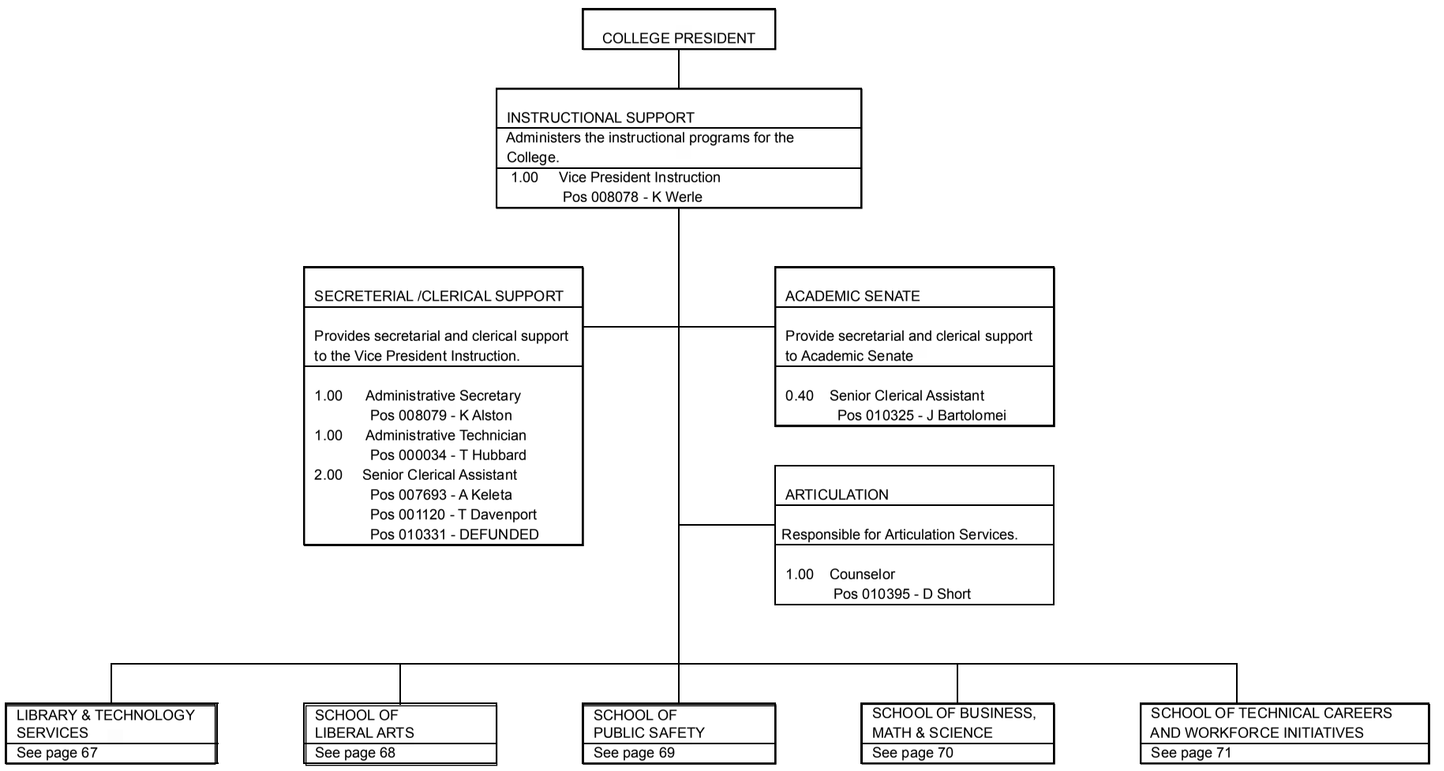
IV.B. Board and Administrative Organization
Susan Schwarz, Administrative Co-chair
Wheeler North, Faculty Co-chair
Sean Young, Classified Co-chair
Patricia Hsieh, Administrator
Brett Bell, Administrator

ORGANIZATION OF THE INSTITUTION

MIRAMAR COLLEGE
Organizational Charts



MIRAMAR COLLEGE
Organizational Charts



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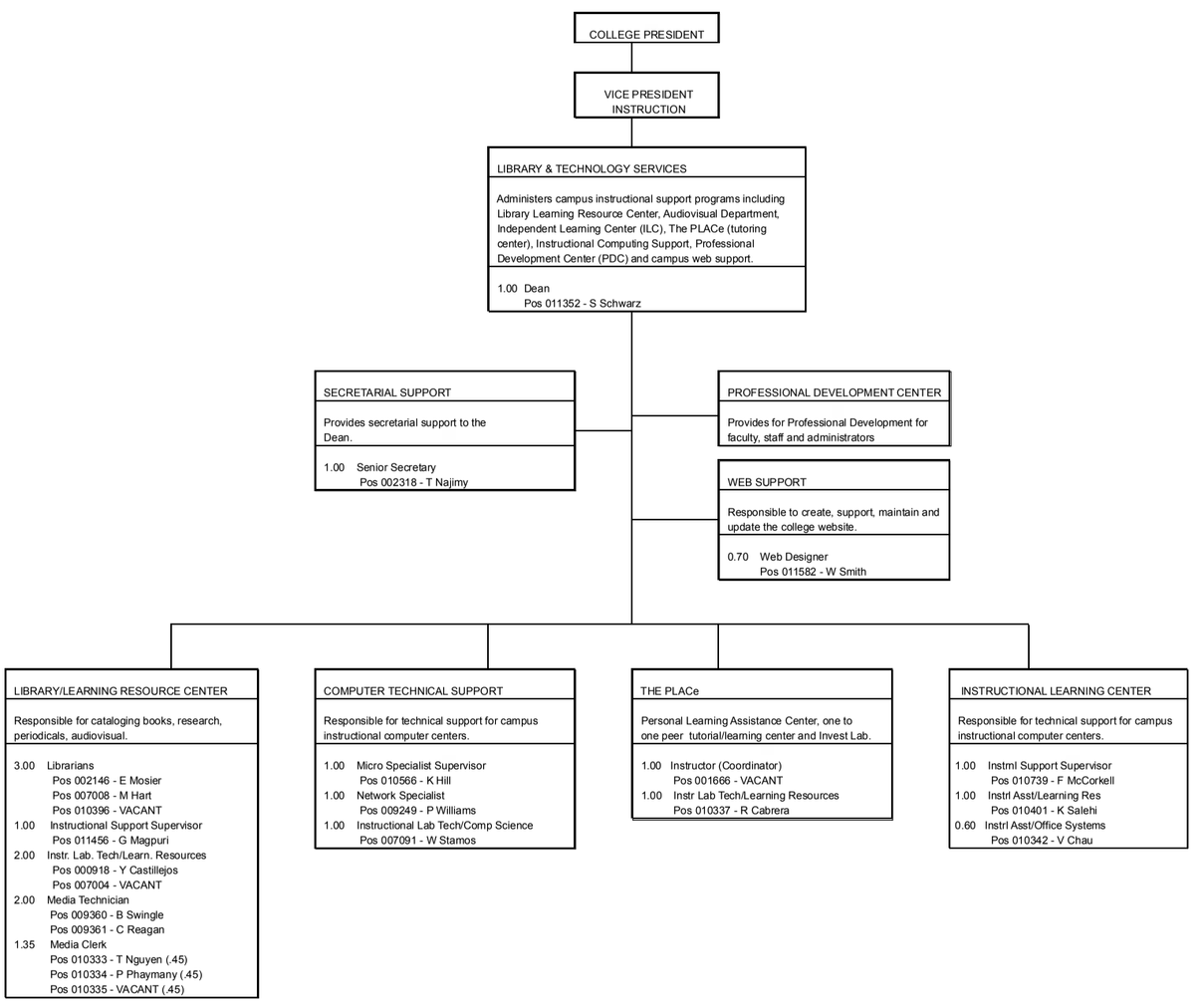

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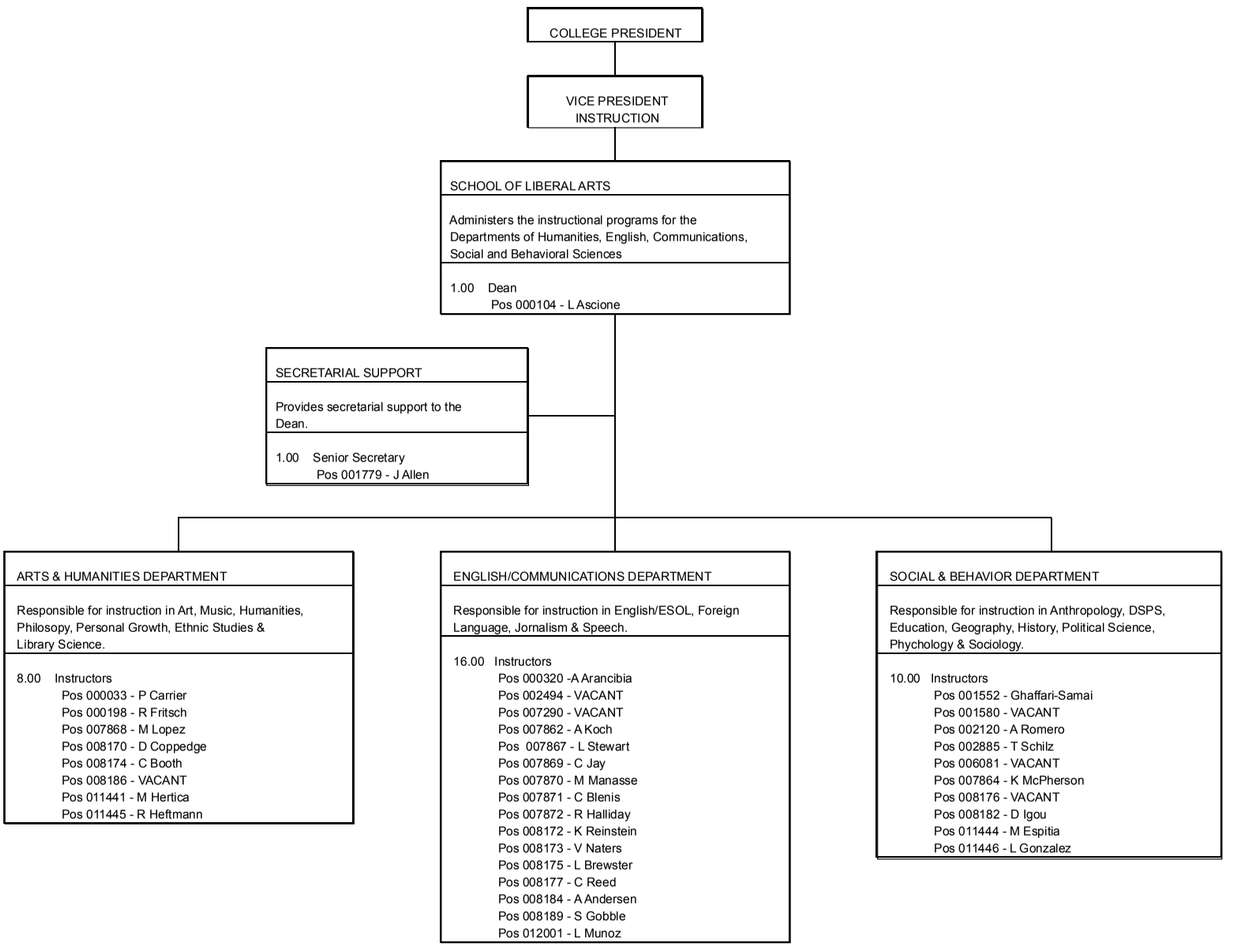
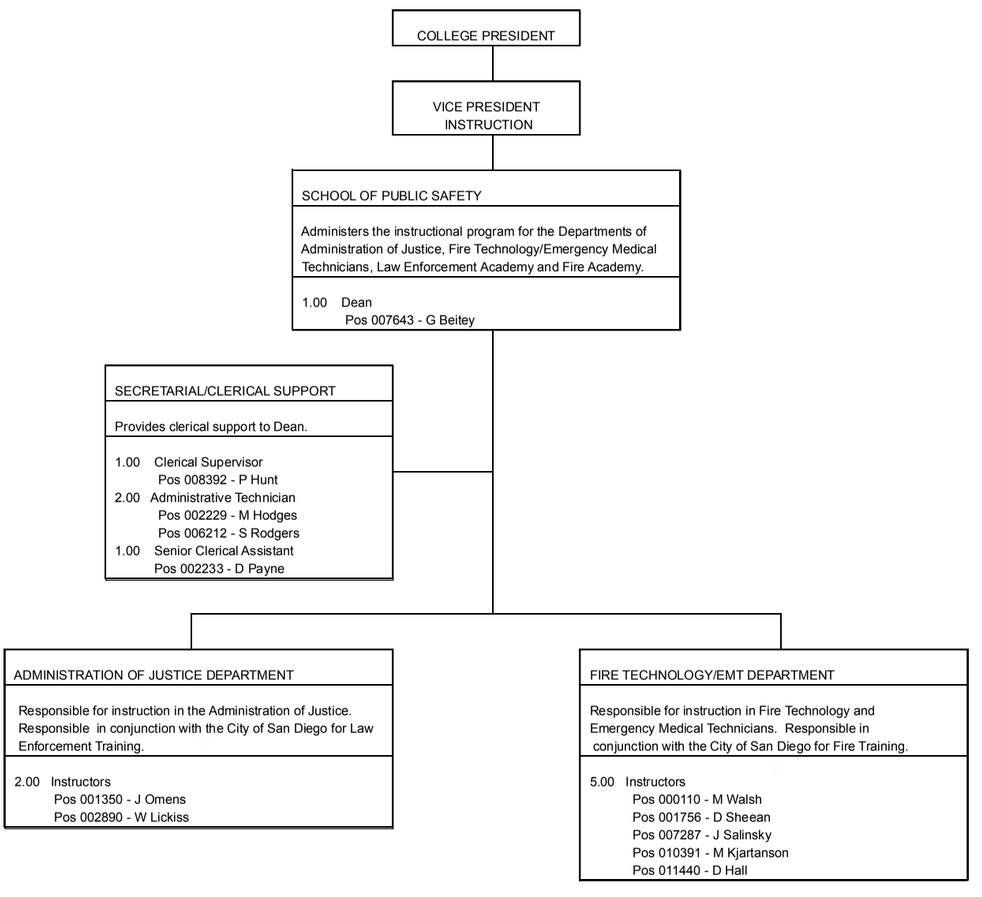


MIRAMAR COLLEGE
Organizational Chart



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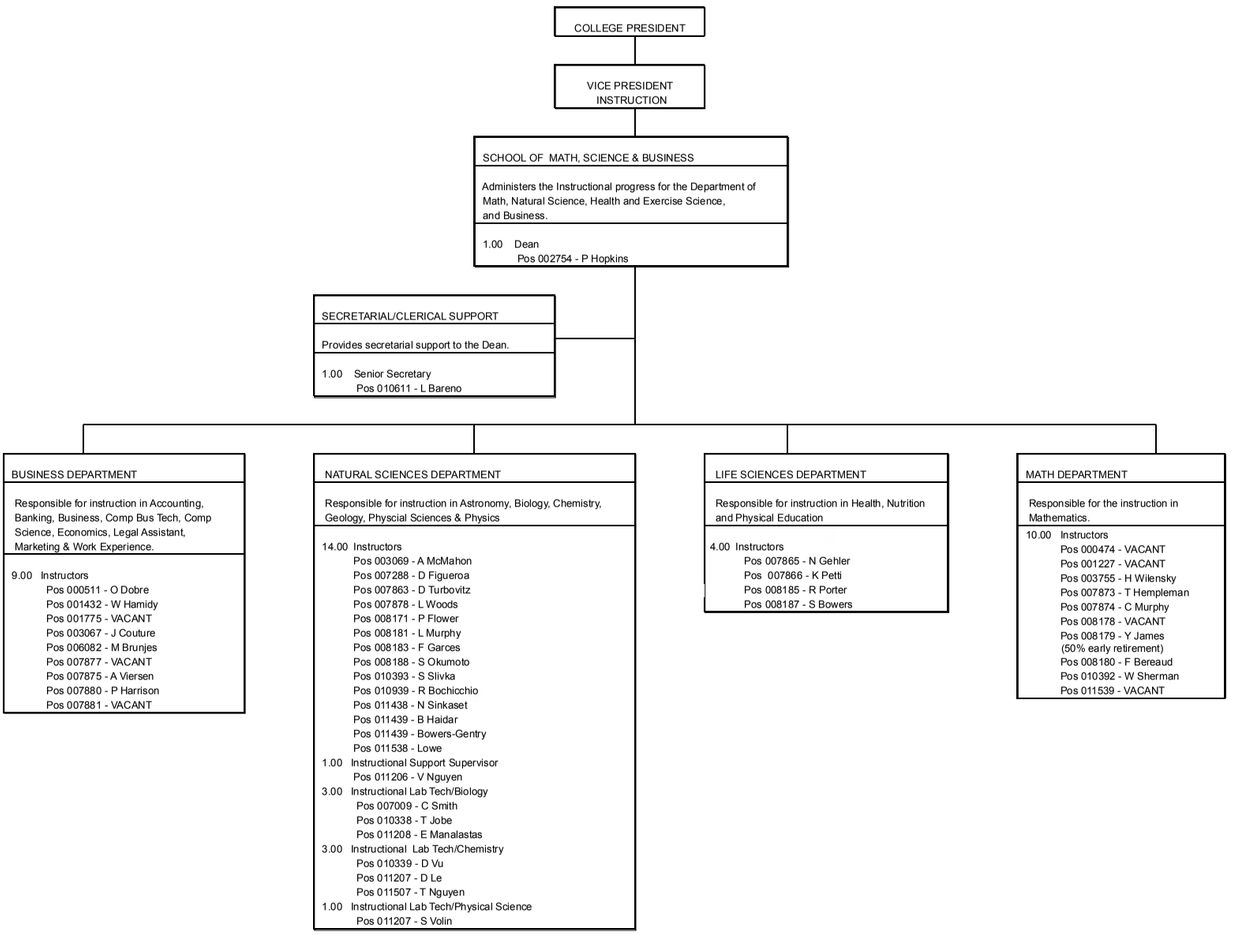

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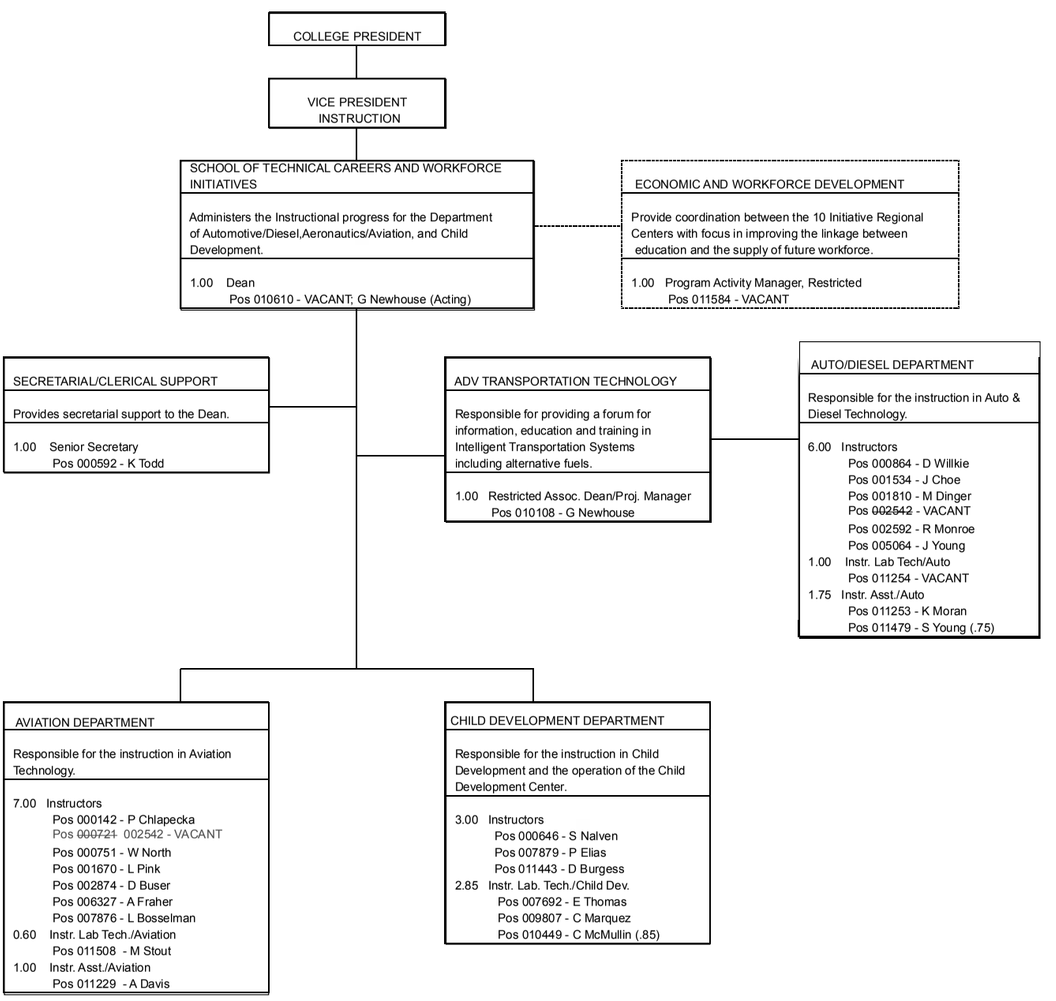

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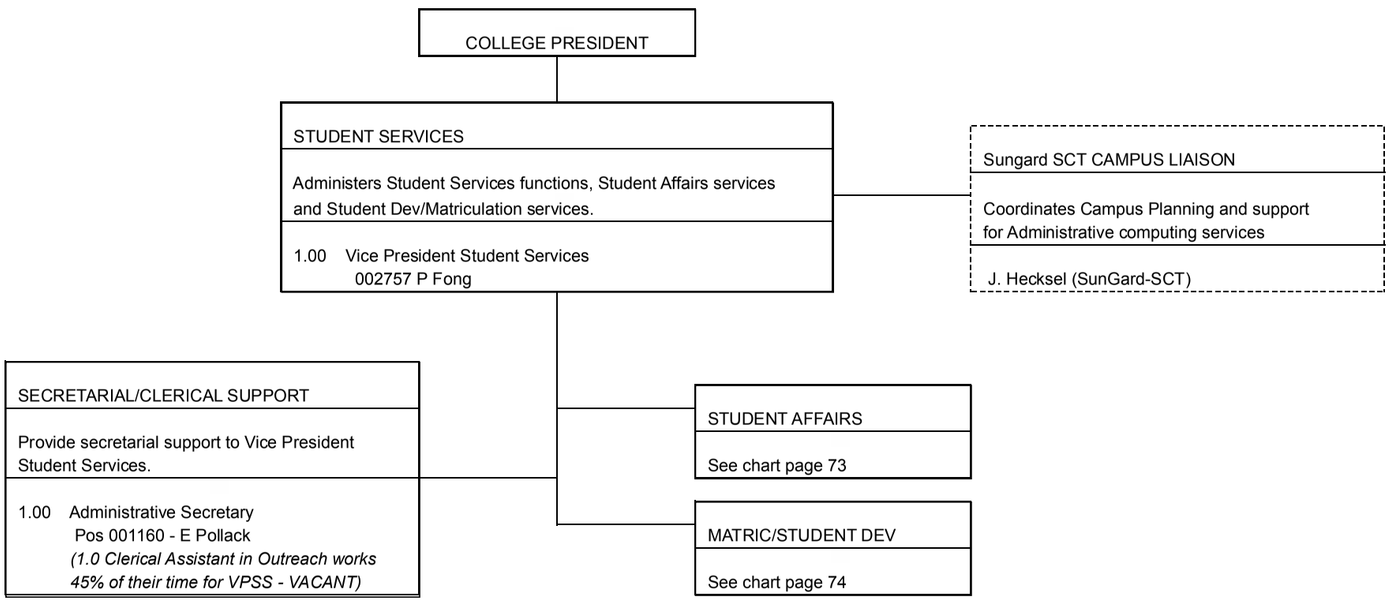

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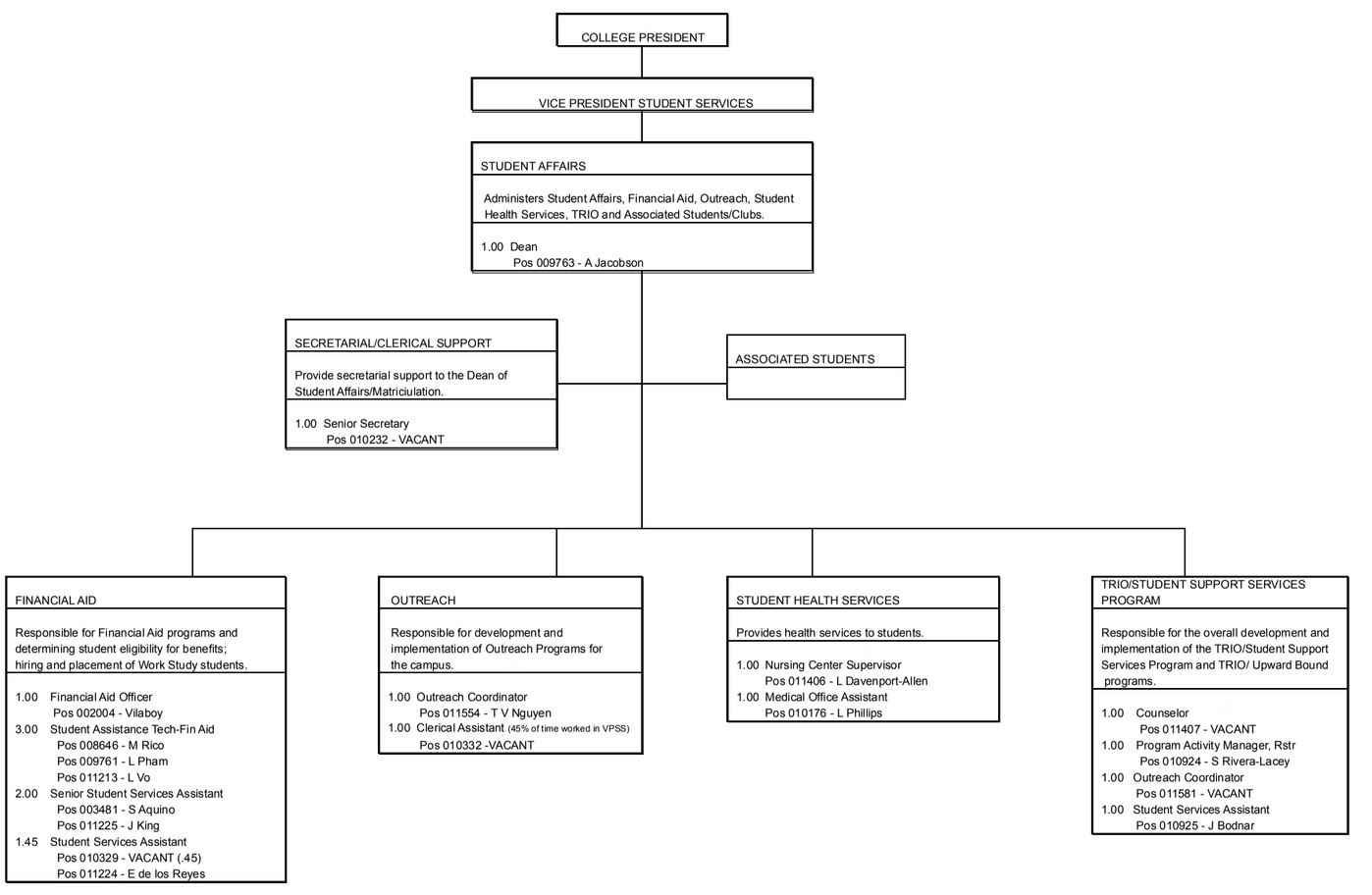

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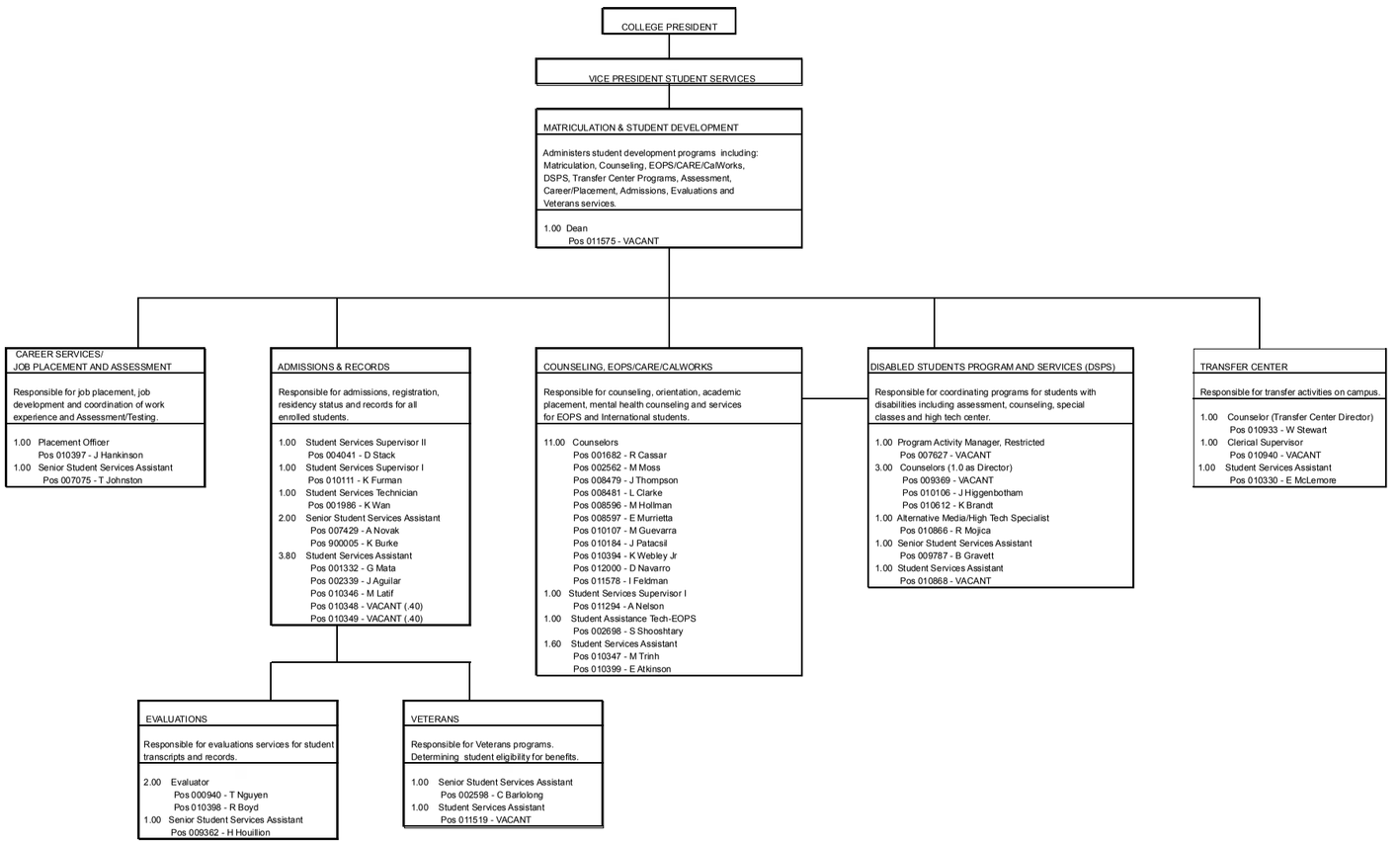

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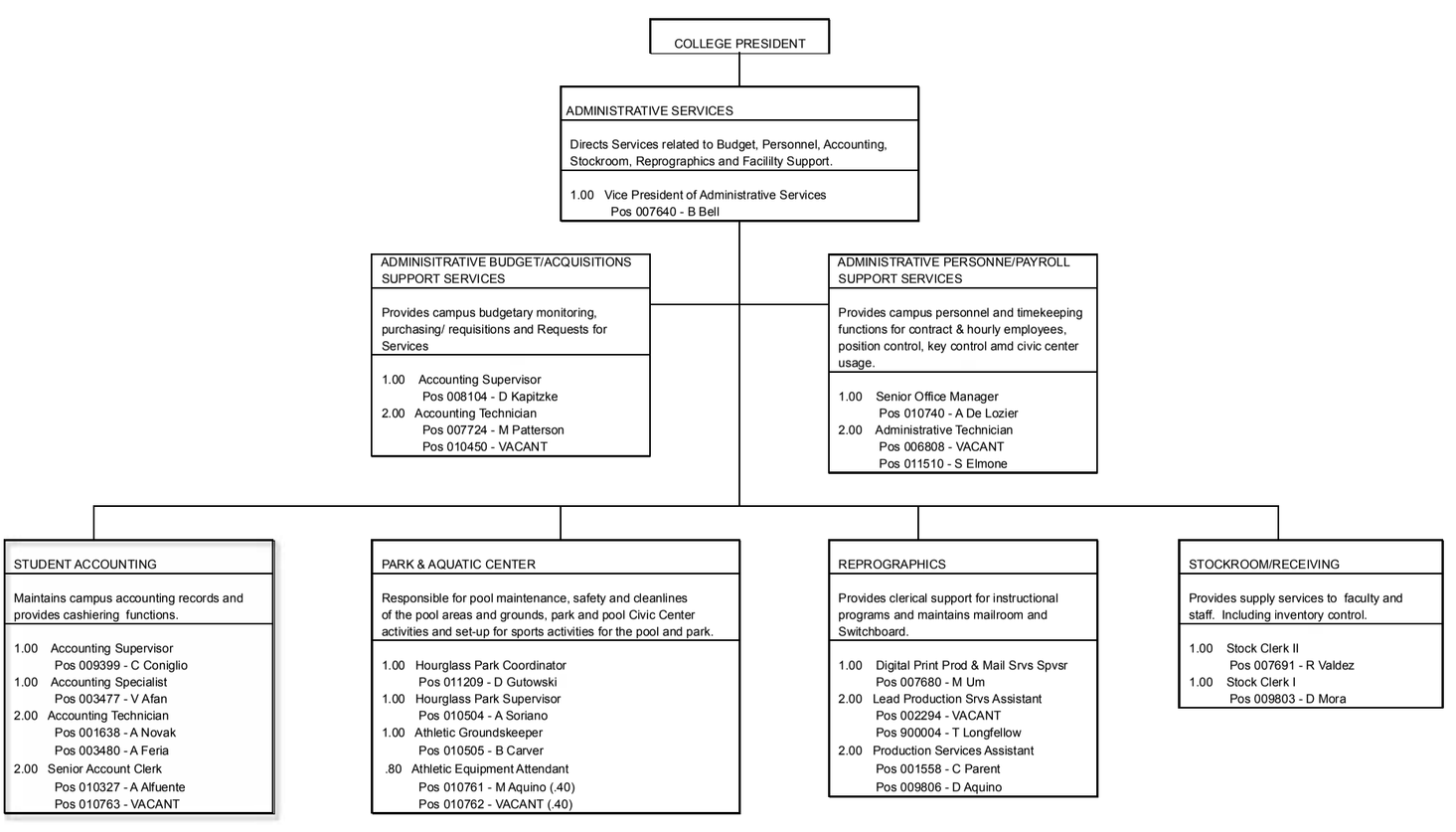
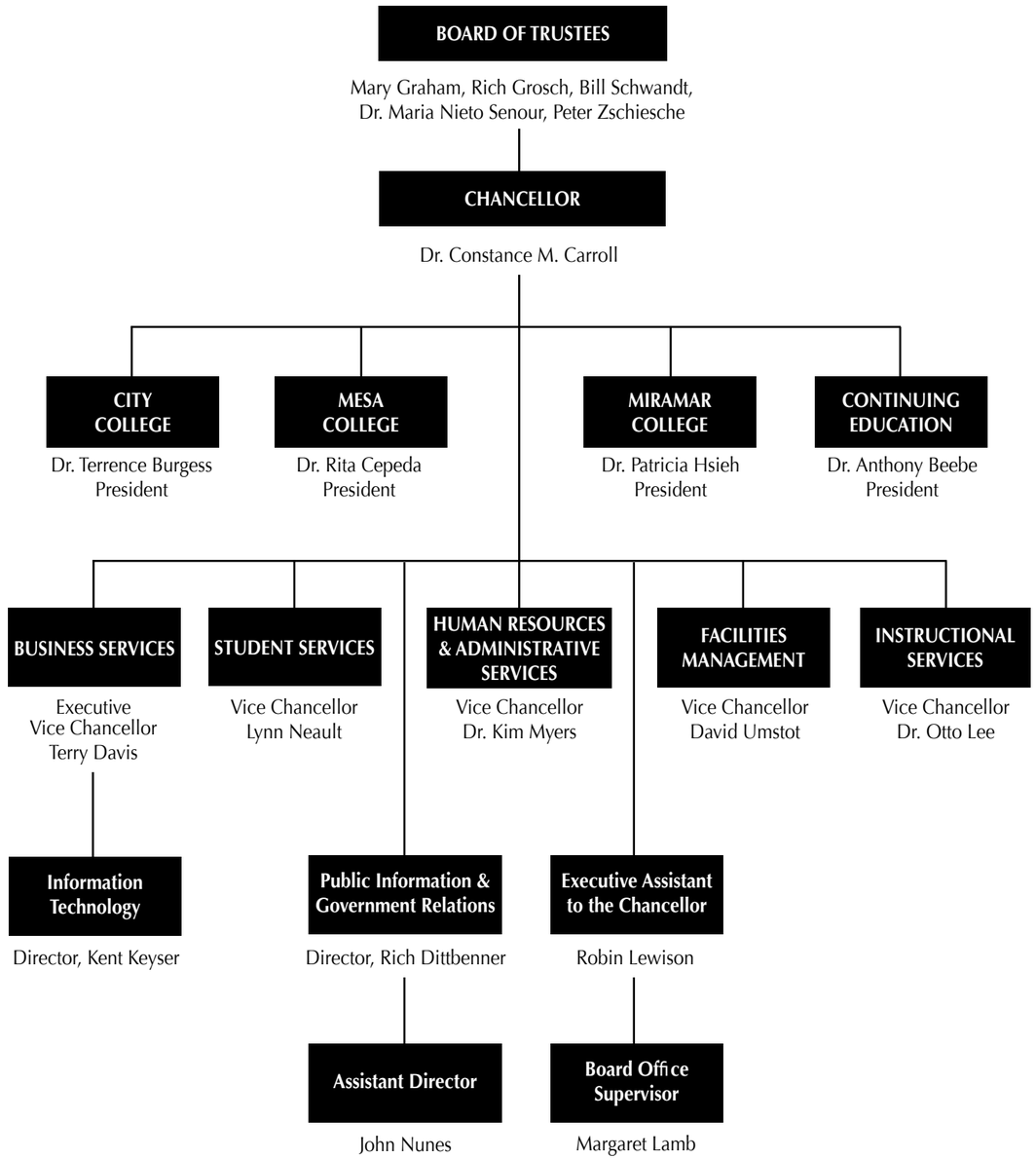


DISTRICT ADMINISTRATION ORGANIZATION CHART

San Diego Community College District Administration



SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY COLLEGE, MESA COLLEGE, MIRAMAR COLLEGE AND CONTINUING EDUCATION

Delineation of Functions

Map of District and College/Continuing Education

Functional Organization

The San Diego Community College District is comprised of 5 major operational components: City College, Mesa College, Miramar College, Continuing Education and the District administrative departments that support campus and overall operations, including Business Services, Facilities Management, Human Resources, Instructional Services & Planning and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of various District operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each College and Continuing Education.

Following is a delineation of the areas of functional responsibility between the District administrative departments, the Colleges and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor and the College/Continuing Education operations are under the final authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

Board Policy & Administrative Regulations

Board of Trustees

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

- **Chancellor**

  The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board. The execution of all decisions made by the Board concerning operations of the District is the responsibility of the Chancellor.

- **Presidents**

  The President is the institutional Chief Executive Officer of the College/Continuing Education. The President reports to the Chancellor. The President is responsible for the day-to-day operation of the total College/Continuing Education program and provides leadership and coordination for the College/Continuing Education community. The Presidents and Chancellor provide overall leadership and authority on all of the functional areas that follow.

Budget Development

District – Executive Vice Chancellor, Business Services
College/Continuing Education – Vice President of Administrative Services

The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District office is responsible for establishing and maintaining the budget, in consultation with the Vice Presidents of Administrative Services, as well as other College and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the Colleges, Continuing Education and other District operations has been established through a participatory process. This formula has been refined annually with input from the districtwide budget development committee, comprised of faculty leaders and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

Bookstore/Cafeteria (ABSO)

District – Executive Vice Chancellor, Business Services
College/Continuing Education – Vice President of Administrative Services

The cafeteria and bookstore are managed and operated as a separate business enterprise of the District - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the Executive Vice Chancellor, Business Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Colleges and Continuing Education Vice Presidents of Administrative Services. The Vice Presidents of Administrative services are responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

Information Technology

District – Executive Vice Chancellor, Business Services
Director of Information Technology

Information Technology and computing services support have been contracted out for many years. This organization has provided support for the District's administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July 2010, Information Technology will be incorporated into a District-level organizational structure reporting to the Director of Information Technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers, as well as a 24/7 Help Desk. Application support for the District's library is provided under contract by the vendor of the library system. Support for instructional labs in the Colleges and Continuing Education is provided by technicians from Information Technology that report to the Colleges and Continuing Education leadership. Additional Instructional Technicians, located on the campuses, also provide support for Instructional computing.

The Director of Information Technology reports to the Executive Vice Chancellor, Business Services. Operational responsibility for the Administrative Finance System, the Human Resources System and the Student Information System resides with the respective Vice Chancellor for each functional area.

Legal Services & EEO

District – Vice Chancellor, Human Resources; Director, Legal Services & EEO
College/Continuing Education – Site Compliance Officer

The Director, Legal Services & EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District Office. Discrimination complaint investigations and resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each College and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints as appropriate.

Facilities and Planning

District – Vice Chancellor, Facilities Management
College/Continuing Education – Vice President of Administrative Services

The District administration has responsibility for procurement, construction, maintenance and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities planning, construction and maintenance and operations. The District uses the consultation process to provide broad participation in maintenance and construction of all facilities to ensure campus needs are met. The Colleges and Continuing

Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development in the District.

The Vice President of Administrative Services is responsible for facilities maintenance and operations along with facilities planning at each College and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects and operations of facilities.

The District administration is also responsible for two major construction bond projects (Propositions S & N), including the procurement and construction of several major facilities throughout the District. The District office works very closely with the Colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, along with faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the Propositions S & N Citizens' Oversight Committee on all matters pertaining to the bond projects.

College Police

District – Chief of Police; Vice Chancellor, Facilities Management
College/Continuing Education – Police Lieutenant; Vice President, Administrative Services

Campus safety and parking operations are the responsibility of the District Office. The College Police Department is a centralized operation reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each College and Continuing Education and a central dispatch for emergency operations. The College Police staff on site at the Colleges and Continuing Education interfaces directly with the President and Vice President of Administrative Services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the colleges and Continuing Education, with twenty-four hour coverage, seven (7) days a week. The Chief of Police is also responsible for the development, maintenance and execution of emergency response operations for the District.

Fiscal Oversight

District – Executive Vice Chancellor, Business Services
College/Continuing Education - Vice President of Administrative Services

The District Office has the primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures so that they can fulfill the College and Continuing Education missions. The District Office is responsible for the annual audit and works with the Colleges and Continuing Education to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The District Office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The District is fiscally independent.

Public Information and Government Relations

District – Director, Public Information and Government Relations
College/Continuing Education – Public Information Officer

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Public Information and Government Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies and officials, including the media. Direct assistance has been given to the Colleges and Continuing Education to enhance public awareness. Each College and Continuing Education has a Public Information Officer who works closely with the President and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities. The District Office is responsible for several major publications designed to ensure that the community is informed of College and Continuing Education operations and initiatives, including an Annual Report, an Economic Impact Report, Propositions S & N Report, Board and Chancellor's Cabinet Reports (monthly) and the WE – With Excellence, a quarterly report on current programs and activities. The District Office also maintains the content of the District website, a source of information for both external and internal constituents.

Institutional Research & Planning

District – Vice Chancellor, Student Services; Director, Institutional Research & Planning
College/Continuing Education – President; College Researcher

Institutional Research is a districtwide operation reporting to the Vice Chancellor, Student Services. It consists of a central component responsible for districtwide studies and information, as well as a college-based researcher at each College and Continuing Education. (Currently, only two of the college-based researchers are filled). The college-based researchers report to the Colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence for the District. It provides data and information support to district and college/ Continuing Education planning efforts, including Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC and Enrollment Management. The office maintains a comprehensive website and the staff provide support to the Chancellor and Board of Trustees. The department is also responsible for establishing an annual Research agenda for the district and supporting the colleges and Continuing Education in development of their Research agendas.

Instructional Services & Planning

District – Vice Chancellor, Instructional Services and Planning
Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the District Office, in consultation with the Colleges' and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education and several categorically funded career technical programs are also the responsibility of the District Office. Grant development is a collaborative responsibility between the Colleges and the District Office with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the District's large online education program, including training, website development, and maintenance, is the responsibility of the District Office in coordination with the Colleges and Continuing Education.

Human Resources

District – Vice Chancellor, Human Resources
Colleges/Continuing Education – Vice President of Administrative Services

The Board of Trustees has delegated the responsibilities for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, benefits, employee records, payroll, legal services and risk management. The Vice Chancellor, Human Resources, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the District Office. The hiring process is managed and monitored by the District Office. The Presidents and Chancellor are responsible for final hiring decisions. Each College, Continuing Education and District departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the District Office and the Vice Presidents of Administrative Services at each College and Continuing Education. Legal services related to personnel issues are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

Risk Management

District – Vice Chancellor, Human Resources; Risk Manager
College/Continuing Education – Vice President of Administrative Services

Risk management, including workers' compensation claims and legal matters related to District operations are the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters, as well as with the Vice President of Administrative Services at each college for workers' compensation and liability matters.

Student Services

District – Vice Chancellor, Student Services
Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)

Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the Colleges and Continuing Education Vice President of Instruction & Student Services. Policy development and oversight, program development, student records, state reporting, state and federal compliance and audit and Institutional Research are the responsibility of the Vice Chancellor, Student Services. Policy review and development are coordinated with the Colleges' and Continuing Education's academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal services related to students and records are also the responsibility of the District Office.

The following standing collegial Councils and Committees provide a means for effective decision-making throughout the District.

District

Budget Development and Institutional Planning Advisory Committee

The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administration, staff and students from the Colleges and District office.

The role of the Budget Development Committee is to make recommendations to the Chancellor and Chancellor's Cabinet on districtwide budget and planning issues. The committee does not address matters that are within the purview of collective bargaining or personnel matters.

Chancellor's Cabinet

The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors and Director of Public Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, planning and budget, fiscal operations, legal affairs and other important matters of the District.

Curriculum Instructional Council

The Curriculum Instructional Council consists of the Vice Chancellor, Instructional Services & Planning, the Vice Presidents of Instruction from each College and Continuing Education and Articulation Officers and Curriculum Committee Chairs from the Colleges and Continuing Education.

The role of the Curriculum Instructional Council is to provide coordination of curriculum and instructional matters, districtwide; to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs.

District Governance Council

The District Governance Council serves as the districtwide communication, planning and review forum on matters pertaining to major issues affecting the District. It consists of students, faculty and staff representatives from each College and Continuing Education along with representatives from each of the District administrative offices.

The role of the Council is to review the Board agenda and make recommendations; to share information on major activities in process throughout the District and to review matters related to educational programs and services, districtwide. The Council does not address matters within the purview of collective bargaining.

District Marketing & Outreach Committee

The District Marketing & Outreach Committee consists of the Governmental Relations Manager, the District Outreach Officer and Information Officer from each College and Continuing Education.

The role of the committee is to serve as the vehicle for reviewing, planning and coordinating marketing and outreach activities to ensure good communication and an effective, complementary balance in marketing and outreach activities between the District and the Colleges and Continuing Education.

District Strategic Planning Committee

The Strategic Planning Committee serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process. The committee is comprised of faculty and administrative representatives from throughout the District. The committee serves as an effective, complementary balance in planning activities between the District and the Colleges and Continuing Education.

Management Services Council

The Management Services Council consists of representation from each of the District administrative offices and the Vice President of Administrative Services from each College and Continuing Education.

The role of the Council is to review matters and make recommendations to the Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation. The Council does not address matters that are negotiable.

Student Services Council

The Student Services Council consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each College and Continuing Education, and a representative of the Academic Senate from each College and Continuing Education.

The role of the Council is to develop, review, monitor and maintain all student services policies and procedures, and processes districtwide; and to develop and review programs and related student services matters to ensure continuity and consistency of the provision of services to students throughout the district.

United Student Council

The United Student Council is comprised of the Student Trustee from each College, along with the district advisor. The role of the Council is to review the Board agenda and to serve as the participatory voice of students on districtwide matters. The Council is facilitated by the Vice Chancellor of Student Services.

Colleges and Continuing Education

Academic Senates

The role of the Academic Senate is to represent the College and Continuing Education faculty to management at the College and Continuing Education as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the Governing Board on all academic and professional matters outside of collective bargaining.

Associated Students

The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the College and Continuing Education. The Associated Students organize and direct many student sponsored programs and activities on campus, as well as provide services, which are designed to meet student needs.

Classified Senates

The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the College and Continuing Education participatory governance councils, holds special events and professional development activities for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.

Participatory Governance Councils

The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the College President, its membership includes representatives of the Academic Senate (4), Senior Administration (4), Classified Senate (2), Middle Management (1) and Associated Students (2). The President's Cabinet is responsible for college plans, budget development, major decisions, problem-solving and other matters not related to collective bargaining.

The function of the President's Council at City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (3), Academic Senate Officers (3), Institutional Technology Council (1), and Classified Senate (1).

The Miramar College Executive Council (CEC) is the College's primary participatory governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the college; additionally, the CEC orchestrates the college's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the college's participatory governance committees and facilitates communication among college constituency groups.

The Continuing Education Executive Governance Council is the overarching participatory governance council for the institution. It is comprised of Presidents (1) and Vice Presidents (2) from each of the three constituency groups, respectively, the Administration, the Academic Senate, and the Classified Senate. This body receives recommendations from more than 30 subcommittees and is ultimately charged with making recommendations to the Continuing Education President.

Community Involvement

Auxiliary Organization

The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization that provides support to the education needs of the Colleges and Continuing Education, annually. The Auxiliary Board is comprised of the College Presidents, Academic Senate representatives, a Student Trustee and District administrators.

College and Continuing Education Foundations

The College and Continuing Education Foundations are 501(c) (3) charitable organizations that support and advance the educational and student support services provided by the Colleges and Continuing Education. At each College and Continuing Education, the Foundation Board of Directors includes both public members and institutional members and is the organizational authority for the Foundation. The Foundations raise and distribute funds for student scholarships and special college projects, annually.

District Corporate Council

The Corporate Council is a group of San Diego's leading business professionals who have committed financial and professional support to the District. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego's workforce. It serves as a forum for the business perspective and helps the District plan the best educational strategies for students. There are currently 23 corporate members.

Citizens' Oversight Committee

The Citizens' Oversight Committee (COC) was established as a result of the successful passage of Proposition "S," a $685 million bond issue and Proposition "N," an $870 million bond issue. The committee is responsible for informing the public concerning the District's expenditure of bond proceeds and ensuring that all the expenditures are in accordance with the law and the ballot measures. The Oversight Committee is also responsible for the preparation and presentation of an annual report of the activities and expenditures for the Board. The law requires a minimum of 7 members; 5 of which must represent specific groups, such as student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a College or the District. There are currently 17 members.

Trustee Advisory Council

The role of the Trustee Advisory Council is to facilitate communication among citizens, Board members and educators. Members of the Council can be nominated by any Trustee, subject to the approval by the Board as a whole. The current membership is 26.

Revised - May 2010

San Diego Community College District
Organizational Map

Function	District Responsibilities	College/Continuing Education Responsibilities
Board Policy and Administrative Regulations	**Responsible: Board of Trustees** • Establish policies and procedures that govern all activities of the district • Reply primarily on the academic senates for policies and procedures that affect academic and professional matters • Rely primarily on staff, with input from various constituencies, on administrative matters • Provide fiscal oversight for the district • Work in collegial fashion **Board of Trustees Policy: BP 0020 Governance, District Functional Organization** **Board of Trustees Policies: BP 2010, 2015, 2100, 2105, 2110, 2210, 2220, 2305, 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2410, 2430, 2610, 2720, 2725, 2730, 2735, 2740** **Responsible: Chancellor** • Serve as Chief Executive Officer of District • Administer the district in accordance with policies established by Board of Trustees • Execute decisions made by the Board concerning operations • Play a key role in the collective bargaining process • Provide leadership on all functional areas of the district **Board of Trustees Policy: BP 0010, Governance, District Administrative Organization**	**Responsible: President** • Serve as Chief Administrative Officer of the college/Continuing Education • Responsible for the day-to-day operation of the total educational program • Provide leadership and coordination for college/Continuing Education community • Provide leadership on all functional areas of the college
Budget Development	**Responsible: Executive Vice Chancellor, Business Services** • Provide leadership for budget development • Establish and maintain the budget in consultation with colleges and Continuing Education • Ensure collaborative budget development process • Provide a formula for distribution of funds through a participatory process • Chair District Budget Development Committee • Provide leadership for fiscal controls and audits **Board of Trustees Policy: BP 2510, Participation in Local Decision-Making** **Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee**	**Responsible: Vice President, Administrative Services** • Provide leadership on behalf of colleges and Continuing Education in budget development process • Provide leadership in distribution of funds on campus • Assume responsibility for expenditure of all college/Continuing Education funds within constraints of state and federal law and district fiscal controls
Bookstore/Cafeteria	**Responsible: Executive Vice Chancellor, Business Services** • Responsible for operation of the Auxiliary Services Organization (ABSO) for bookstore and cafeteria • Responsible for management of cafeteria and bookstore operations in consultation with colleges and Continuing Education	**Responsible: Vice President, Administrative Services** • Provide indirect oversight of orderly day-to-day operation of the bookstore and cafeteria • Ensure follow-up on student concerns regarding all bookstore and cafeteria matters
Information Technology	**Responsible: Executive Vice Chancellor, Business Services** **Director, Information Technology** • Provide leadership for centralized IT support for administrative computing, network/telephone, web services, desktop computing and Data Center operations, including a 24/7 IT Help Desk • Provide support for library system under separate contract **Board of Trustees Policy: BP 0020 Governance, District Functional Organization**	**Responsible: IT staff reporting to the colleges** • Provide Information Technology support for all faculty, staff members and instructional labs in the credit and non-credit programs

Legal Services and EEO	**Responsible: Vice Chancellor, Human Resources** **Director, Legal Services and EEO** • Responsible for legal mandates related to compliance and employment • Responsible for EEO reports, discrimination complaints, investigations and resolutions in consultation with the site compliance officer • Responsible for EEO training **Board of Trustees Policy: BP 3410 Nondiscrimination** **Administrative Procedure: AP 3430 Prohibition of Harassment; AP 3435 Discrimination and Harassment Investigations**	**Responsible: Site Compliance Officer** • Serve as "first responder" to complaints regarding EEO matters on campus • Consult with district office on complaint investigations and resolutions • Informally resolve certain complaints on campus, in consultation with the President
Facilities and Planning	**Responsible: Vice Chancellor, Facilities Management** • Provide leadership for procurement, construction, maintenance and operations of all facilities and construction projects • Provide coordination for contracts, leases, facilities planning, construction and maintenance and operations • Provide leadership for construction bond projects (S&N), including procurement and construction, in consultation with the college/Continuing Education leadership, to ensure campus needs are met • Ensure effective consultation processes on all facilities matters to ensure campus needs are met	**Responsible: Vice President, Administrative Services** • Develop facilities plans that reflect educational and student support needs of the college/Continuing Education • Develop scheduled maintenance priorities that reflect needs of the institution • Assume responsibility for facilities planning at each college/campus • Oversee the daily operation of the physical plant, including maintenance and operations, as well as construction projects

College Police	**Responsible: Vice Chancellor, Facilities Management** **Chief of Police** • Provide leadership for campus safety and police operations • Provide oversight for parking operations • Assume responsibility for central dispatch operations for P.O.S.T. Certified College Police • Provide leadership for Emergency Response Operations Planning and Command Center **See: Campus Safety Brochure**	**Responsible: Vice President, Administrative Services, Police Lieutenant** • Police officers and campus safety officers are assigned to each campus on a rotation basis to ensure the safety and orderly operation of the campus.
Fiscal Oversight	**Responsible: Executive Vice Chancellor, Business Services** • Administer policy and procedures related to expenditures of funds • Provide leadership for annual audit and compliance • Provide leadership for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities • Provide leadership for ensuring revenue and expenditure management conforms to sound accounting practices and legal statutes	**Responsible: Vice President, Administrative Services** • Allocate and monitor campus expenditures within approved budget and fiscal controls for the college/Continuing Education • Ensure revenue and expenditure management at the institution conforms to model accounting practices and legal statutes
Public Information & Government Relations	**Responsible: Director, Public Information and Government Relations** • Work directly with city, county, state and federal agency representatives that interact with and impact the needs of the district • Work directly with the Chancellor to build partnerships • Guide legislative advocacy and maintain relations with federal, state and local agencies • Assist the colleges and Continuing Education to support specific initiatives to improve facilities and enhance public awareness • Work with the media to ensure strong public awareness • Prepare and provide effective communication materials for both internal and external audiences • Maintain content for the district website for internal and external audiences	**Responsible: Public Information Officer** • Work closely with the college president to maintain liaison with local, city, and county organizations, as well as state and national agencies • Promote public and media relations and activities for the college/Continuing Education • Maintain content of college websites for internal and external audiences

Institutional Research & Planning	**Responsible: Vice Chancellor, Student Services** **Director, Institutional Research & Planning** • Provide leadership to promote and support a culture of evidence, districtwide • Assume responsibility for all research, planning, information and technical needs of the district • Serve in a liaison role to the colleges and Continuing Education • Work with college and Continuing Education communities and individuals to support research and information needs • Maintain a comprehensive Institutional Research website for the district • Provide data and information for important planning and accountability processes and projects including Program Review, Strategic Planning, Accreditation, AARC, Basic Skills and Enrollment Management • Provide staff support to Board of Trustees and Chancellor's Cabinet for all Institutional Research and Planning needs • Develop annual Research Agenda in collaboration with the colleges and Continuing Education • Chair districtwide Research Committee • **Administrative Procedure: AP 0020.1 Districtwide Research Committee**	**Responsible: President; College Researcher** • College-based researchers or liaisons are assigned to each college and Continuing Education to facilitate the information and data needs of the campus • Facilitate the development of a college/Continuing Education Research Agenda • Work with the district Director of Institutional Research for support with projects, designs planning and protocols • Support program review, Institutional planning, accountability and basic skills data, accreditation and ongoing research needs of the colleges/Continuing Education
Instructional Services & Planning	**Responsible: Vice Chancellor, Instructional Services & Planning** • Provide leadership for curriculum coordination and oversight, articulation, grant development, economic development, International Education, and Contract Military Education • Facilitate the curriculum approval process through CurricUNET, an on-line curriculum tracking system • Provide leadership for compliance with Title 5 • Provide leadership for curriculum alignment in consultation with colleges/Continuing Education and the academic leadership	**Responsible: Vice President of Instruction; Vice President of Instruction/Student Services (Continuing Education)** • Provide leadership for the colleges/Continuing Education instructional program • Provide leadership for curriculum development, as well as all aspects of the academic program

Institutional Research & Planning	**Responsible: Vice Chancellor, Student Services** **Director, Institutional Research & Planning** • Provide leadership to promote and support a culture of evidence, districtwide • Assume responsibility for all research, planning, information and technical needs of the district • Serve in a liaison role to the colleges and Continuing Education • Work with college and Continuing Education communities and individuals to support research and information needs • Maintain a comprehensive Institutional Research website for the district • Provide data and information for important planning and accountability processes and projects including Program Review, Strategic Planning, Accreditation, AARC, Basic Skills and Enrollment Management • Provide staff support to Board of Trustees and Chancellor's Cabinet for all Institutional Research and Planning needs • Develop annual Research Agenda in collaboration with the colleges and Continuing Education • Chair districtwide Research Committee • **Administrative Procedure: AP 0020.1 Districtwide Research Committee**	**Responsible: President; College Researcher** • College-based researchers or liaisons are assigned to each college and Continuing Education to facilitate the information and data needs of the campus • Facilitate the development of a college/Continuing Education Research Agenda • Work with the district Director of Institutional Research for support with projects, designs planning and protocols • Support program review, Institutional planning, accountability and basic skills data, accreditation and ongoing research needs of the colleges/Continuing Education
Instructional Services & Planning	**Responsible: Vice Chancellor, Instructional Services & Planning** • Provide leadership for curriculum coordination and oversight, articulation, grant development, economic development, International Education, and Contract Military Education • Facilitate the curriculum approval process through CurricUNET, an on-line curriculum tracking system • Provide leadership for compliance with Title 5 • Provide leadership for curriculum alignment in consultation with colleges/Continuing Education and the academic leadership	**Responsible: Vice President of Instruction; Vice President of Instruction/Student Services (Continuing Education)** • Provide leadership for the colleges/Continuing Education instructional program • Provide leadership for curriculum development, as well as all aspects of the academic program

Human Resources	**Responsible: Vice Chancellor, Human Resources** • Provide leadership for Human Resources management for the district • Provide leadership for negotiations, contract management, hiring procedures and processes, Worker's Compensation, Benefits, employee records, payroll, Legal Services and EEO and Risk Management • Serve as the chief negotiator for the district representing the Board of Trustees • Develop and maintain all policies and procedures affecting Human Resources • Coordinate legal matters relating to personnel issues • Maintain job classifications and descriptions • Provide leadership for employee training and development • Oversee all employment contracts	**Responsible: Vice President, Administrative Services** • Ensure implementation of defined responsibilities for participating in hiring procedures, staff evaluation and contract administration under the leadership of the President • Ensure that college/Continuing Education payroll processes are a collaborative effort with the district office • Oversee employee time keeping and reporting on campus • Ensure compliance with the provision of all employment contracts on the campus
Risk Management	**Responsible: Vice Chancellor, Human Resources; Risk Manager** • Provide leadership and oversight for Risk Management, Worker's Compensation claims and legal matters in consultation with the Chancellor's Cabinet • Coordinate Worker's Compensation liability issues in consultation with the colleges and Continuing Education • Oversee district safety standards to minimize risk to employees and the public • Monitor all insurance policies **Administrative Procedure: AP 0220.2 Risk Management Council**	**Responsible: Vice President, Administrative Services** • Coordinate Worker's Compensation matters and liability issues in consultation with district administration • Maintain proper safety conditions on campus to minimize risk to employees, students and the public

Student Services	**Responsible: Vice Chancellor, Student Services** • Provide leadership for policy development and oversight, program development, student records, state and federal compliance and audit for Student Services • Provide leadership for Administrative Computing, Institutional Research and data base management • Provide leadership for student discipline policies and the Student Code of Conduct in consultation with the Vice Presidents, Student Services • Coordinate policy review and development in Student Services in collaboration with the Vice Presidents, Student Services, as well as the colleges/Continuing Education academic leadership • Coordinate all legal matters related to students and records, including student rights and due process and FERPA compliance • Provide leadership for state reporting for apportionment and ensure compliance with all state regulation pertaining to proper state reporting and attendance accounting • Ensure continuity and consistency of student services and programs, districtwide, in collaboration with the Vice Presidents, Student Services **Board of Trustees Policy: BP 2510, Participation in Local Decision-Making** **Administrative Procedure: AP 0020.3 Student Services Council**	**Responsible: Vice President, Student Services; Vice President Instruction/Student Services (Continuing Education)** • Provide leadership for the Student Services division at the colleges and Continuing Education including Matriculation services, EOPS, DSPS, Counseling, Financial Aid, TRIO, Veterans Affairs, Student Affairs, Student Discipline and Admission and Records • Provide leadership for the provision of comprehensive services to students • Coordinate policy review and development with the district and academic leadership • Oversee the review and approval of policy exceptions pertaining to students and records • Coordinate with the other colleges and Continuing Education to ensure continuity of services for students, districtwide • Provide leadership for many specialized support services and activities on campus • Ensure adherence to district policies and procedures in Student Services

Standing District Collegial Councils and Committees

DISTRICT	COMMITTEE STRUCTURE	RESPONSIBILITIES
Budget Development & Institutional Planning Advisory Committee	• Participatory governance committee comprised of representation from faculty, administrators, staff and students from the colleges, Continuing Education and district **Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee**	• Makes recommendations to the Chancellor's Cabinet on districtwide planning and budget matters
Chancellor's Cabinet	• An executive leadership body consisting of the Presidents, Vice Chancellors and the Director of Public Information	• Provides leadership on policy matters, planning and budget, employment, legal affairs and other matters of the district
Curriculum Instructional Council	• Serves as the districtwide Curriculum Council • Consists of the Vice Chancellor of Instructional Services & Planning, the Vice President of Instruction from each college and Continuing Education and Academic Senate representatives from each college and Continuing Education **Administrative Procedure: AP 0020.2 Instructional Council**	• Provides coordination of curriculum, districtwide • Makes recommendations on policies and procedures for improvement of instruction, districtwide • Reviews all procedures and activities related to instructional programs and activities
District Governance Council	• Serves as the district shared governance structure • Consists of students, faculty and staff from each college, Continuing Education and the district **Administrative Procedure: AP 0020.6 District Governance Council**	• Reviews the Board agenda and makes recommendations • Shares information on major activities in process throughout the district • Reviews districtwide matters related to educational programs and services • Makes recommendations on proposed changes to policies and procedures
District Marketing and Outreach	• Consists of the Director of Governmental Relations, as well as the Outreach Officers and the Public Information Officers from each college and Continuing Education **Administrative Procedure: AP 0020.5 Communications Council**	• Provides recommendations to the Chancellor's Cabinet on public information/relations policy development and implementation • Identifies and addresses public relations issues • Ensure a coordinated marketing and outreach presence, districtwide

District Strategic Planning Committee	• Serves as the vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process • Consists of faculty and administrative representatives from throughout the district	• The committee serves as an effective, complementary balance in planning activities between the district and the Colleges and Continuing Education
Management Services Council	• Serves as the district shared governance for all structure matters related to Facilities, Human Resources and Business Services • Consists of representation from each of the district administrative offices and the Vice President, Administrative Services from each college and Continuing Education **Administrative Procedure: AP 0020.7 Management Services Council**	• Reviews and makes recommendations to Chancellor's Cabinet related to Business Services, Human Resources and Facilities Policy Development and Implementation Policy
Student Services Council	• Serves as the district shared governance board for all matters related to student services • Consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each college and Continuing Education, and a representative of the Academic Senate from each college and Continuing Education **Administrative Procedure: AP 0020.3 Student Services Council**	• Develops, reviews, monitors and maintains all student services policies and procedures, districtwide • Develops and reviews all programs related to student services matters, including administrative systems • Addresses all policy matters in Student Services
United Student Council	• Serves as the districtwide student governance body • It is comprised of the Student Trustee from each college, along with the district advisor	• Reviews the Board agenda and serves as the participatory voice of students on districtwide matters

Standing College Collegial Councils and Committees

COLLEGE	COMMITTEE STRUCTURE	RESPONSIBILITIES
Academic Senate	• Academic Senate **Board of Trustees Policy: BP 0210 Academic Senate and Faculty Council**	• Represents the college faculty to management at the college/Continuing Education as an integral part of decision-making and problem resolution • Recommendations are made to the Governing Board on academic and professional matters outside of collective bargaining
Associated Students	• Serves as the Governing Board of Students	• Promotes and represents the best interests of the students and the college • Organizes and directs many student sponsored programs and activities on campus
Classified Senates	• Governance organization	• Represents the classified staff on matters not related to collective bargaining • Participates in the college/Continuing Education participatory governance councils; plans special events for staff and provides opportunities and forums for information sharing
Participatory Governance Councils	• Mesa College o The College President, representatives from the Academic Senate, senior administration, Classified Senate, middle management and Associated Students	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• City College o The College President, representatives from the Academic Senate, senior administration, Classified Senate President, middle management, Associated Students, and Public Information Officer	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• Miramar College o The College President, representatives from administration, Academic Senate, Classified Senate, and Associated Students	• Deliberate and seek consensus on issues facing the college • Orchestrate the college's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes • Oversee the work of the college's shared governance committees and facilitates communication among the college constituency groups

Standing Community Collegial Councils and Committees		
COMMUNITY INVOLVEMENT	**COMMITTEE STRUCTURE**	**RESPONSIBILITIES**
Auxiliary Organization	• Consists of College Presidents, Academic Senate representatives	• Undertakes contract education and other permitted activities that provide annual direct support to the colleges
College Foundations	• Includes both public members and institutional members	• Supports and advances the educational and student services provided by the colleges • Annually raises and distributes funds for student scholarships and special college projects
District Corporate Council	• Group of San Diego's leading business professionals	• Serves as a forum for the business perspective and helps the district plan the best educational strategies for students
Citizens' Oversight Committee (COC)	• Consists of members from student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a college or the district	• Responsible for informing the public concerning the district's expenditure of bond proceeds; reviews those expenditures and ensures that the expenditures are spent in accordance with the law and the ballot measure • Prepares and presents an annual report of the activities and expenditures to the Board
Trustee Advisory Committee	• Each Trustee appoints members from the community **Board of Trustees Policy: BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation**	• Facilitates communication among community members Board members and educators

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

San Diego Miramar College is authorized to operate as an educational institution and award degrees by: (1) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (2) the California State Chancellor's Office, and (3) the locally-elected Board of Trustees of the San Diego Community College District (ACCJC Letter of Reaffirmation 2005, Doc. ER.1-1).

2. Mission

San Diego Miramar College's Mission Statement is clearly defined, adopted, and published by the Board of Trustees of the San Diego Community College District and is appropriate to a degree-granting institution of higher education. The Mission Statement supports the institution's commitment to achieving student learning: "Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity." The Mission Statement was approved by the San Diego Community College District Board of Trustees on May 8, 2008 (May 8, 2008 Board Meeting Minutes, Doc. ER.2-1) and is online (http://sdmiramar.edu/root/president/mission_statement.asp) as well as published in the catalog (San Diego Miramar College Catalog 2010-11, Doc. ER.2-2).

3. Governing Board

The five members of the San Diego Community College District Board of Trustees are elected to represent specific areas of San Diego. The Board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The membership is sufficient in size and composition to fulfill all board responsibilities (Board Policy 2200, Doc. ER.3-1). The Board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions (Governing Board Bylaws, Doc. ER.3-2). Board members do not have employment, family, ownership, or other personal financial interest in the institution (Biographical information on governing board members, Doc. ER.3-3). The Board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution (Board Policy 2710, Doc. ER.3-4).

4. Chief Executive Officer

San Diego Miramar College's chief executive officer is Dr. Patricia Hsieh (P. Hsieh's address and biographical information, Doc. ER.4-1). The Board of Trustees appointed Dr. Hsieh to be the full-time president of the College, with full responsibility for the College and authority to administer board policies. Neither the district chancellor nor the college president may serve as the chair of the Board of Trustees (Certification of CEO's full-time responsibility to the institution, Doc. ER.4-2).

5. Administrative Capacity

The administrative capacity of San Diego Miramar College is documented in the organizational chart with names of incumbents (San Diego Miramar College Organizational Charts, Doc. ER.5-1). The administrators have full-time responsibility to provide leadership for their assigned areas. Administrators are selected based on preparation and experience and are evaluated based on performance of duties (Biography of administrators, Doc. ER.5-2).

6. Operation Status

San Diego Miramar College is fully operational, with most students actively pursuing the College's degree programs. The College served approximately 6,927 full time equivalent students, excluding nonresidents, during the 2009-10 academic year. The enrollment history of the College for the past five years is provided online at http://research.sdccd.edu/pages/126.asp (Enrollment History, Doc. ER.6-1). Enrollments in college degree programs by year are provided in the current Student Equity Report, available online at http://research.sdccd.edu/pages/172.asp (Student Equity Report, Doc. ER.6-2). The current schedule of classes is available online at http://www.sdmiramar.edu/news_comm/news/newsitem.asp?item=0 (Class Schedule, Doc. ER.6-3).

7. Degrees

The majority of students attending San Diego Miramar College are enrolled in educational offerings that lead to degrees, and a substantial portion of the College's educational offerings are programs that lead to degrees. The College has 473 educational offerings (courses) that are either required or restricted electives for degrees, which represents 65.7% of the College's total active course inventory. The College offers more than 250 Associate Degrees and Certificate Programs and has transfer agreements with the California State University and University of California systems. Information about degrees, course credit requirements, length of study for each degree program, general education courses and requirements for each degree offered, and catalog designation of college-level courses for which degree credit is granted is found in the college catalog. Data describing student enrollment in each degree program and student enrollment in the institution's non-degree programs can be found in the Student Equity Report on-line at http://research.sdccd.edu/pages/172.asp (Student Equity Report, http://research.sdccd.edu/pages/172.asp, Doc. ER.6-2).

8. Educational Programs

San Diego Miramar College's academic and career/technical education degree programs are congruent with its mission, are established from recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The College's degree programs require a minimum of 60 units and were designed for students to complete in two years, although many students take longer for a variety of reasons. The college catalog describes courses and curricular sequence of educational programs. A list of off-campus locations where classes are offered can be found in the Master List of Off–Campus Locations (Doc. ER.8-1), and a list of programs that can be completed through on-line education is provided in Appendix B to Substantive Change Letter (Doc. ER.8-2).

9. Academic Credit

San Diego Miramar College awards academic credits in accordance with Section 51002, Standards in Scholarship, of Title 5 of the California Code of Regulations. The College provides appropriate information about the awarding of academic credit in the college catalog, including institutional policies on transfer and award of credit. The standard for one unit of credit is 16-18 hours for lecture and 48-54 hours for laboratory, clinical, or other learning configurations (Policy on Transfer and Award of Credit, Doc. ER.9-1 and Formula used to calculate credit values, Doc. ER.9-2).

10. Student Learning and Achievement

San Diego Miramar College defines each degree and certificate program and program SLOs in the college catalog. These definitions include expected student learning and SLOs. The College regularly and systematically assesses that students who complete programs, no matter where or how they are offered, achieve the College's stated requirements and outcomes (Sample Program Review including SLO data, Doc. ER.10-1). SLO data is being collected in a database called SLOJet, accessible by department chairs and faculty members to input data; this database will be available to site visitors at the College. Longitudinal student achievement data is tracked and published in the annual Fact Book available at the district Institutional Research and Planning web site (Fact Books, http://research.sdccd.edu/pages/152.asp, Doc. ER.10-2).

11. General Education

San Diego Miramar College's associate degrees require a substantial component of general education courses. Courses are developed in accordance with SDCCD Procedure 5300.2 (Administrative Procedure 5300.2, Doc. ER.11-1) and Title 5, Section 55063 for California community college general education. SDCCD Procedure 5300.2 includes demonstrated competencies in writing and computational skills and an introduction to some of the major areas of knowledge. San Diego Miramar College has developed learning outcomes for students who complete general education courses that are consistent with levels of quality and rigor appropriate to higher education (Evidence of Higher Education Rigor and Quality, Doc. ER.11-2). Course outlines of record demonstrating quantitative reasoning, rigor, and quality will be made available to site visitors on the campus.

12. Academic Freedom

Policy 4030, approved by the Board of Trustees on April 28, 2009, defines academic freedom for students, staff, and faculty (Board Policy 4030: Academic Freedom, Doc. ER.12-1). In addition, Appendix II of the District-AFT Guild Agreement contains a statement that describes faculty ethical behavior and academic freedom (AFT Faculty Contract, Appendix II, page 152, Doc. ER.12-2). This statement asserts that both faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study. San Diego Miramar College supports and maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty

San Diego Miramar College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. In fall 2009, the College had 102 full-time/contract faculty members and approximately 327 adjunct faculty members (Roster of Faculty, Doc. ER.13-1). Faculty responsibilities are clearly articulated in the instructional services board policies and in the AFT-Guild, Local 1931-College Faculty Collective Bargaining Agreement and include

conducting program review, curriculum development and review, and assessment of learning (AFT Faculty Contract, Doc. ER.13-2). The schedule of classes identifies faculty responsible for each class (Classe Schedule, Doc. ER.6-3).

14. Student Services

San Diego Miramar College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population (College Demographics: http://research.sdccd.edu/pages/126.asp, Doc. ER.14-1). The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. (List of student services, Doc. ER.14-2; Programs for special student populations, Doc. ER.14-3) SLO/service outcomes are part of the program review process in which service areas are assessed (Sample of Program Review from Student Services, Doc. ER.14-4).

15. Admissions

San Diego Miramar College's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations (Admission Policy, Doc. ER.15-1). These policies, including student qualifications for admission (admission requirements) are published in the college catalog, schedules of classes, and on the College's web site (Admission Requirements, Doc. ER.15-2). The enrollment application is available at http://studentweb.sdccd.edu/ (Enrollment Application, Doc. ER.15-3). Admissions personnel are qualified and understand their roles as they relate to the established policies (Role/Expectations of Admission Personnel, Doc. ER.15-4).

16. Information and Learning Resources

San Diego Miramar College provides a comprehensive collection of information and learning resources to support the College's mission and educational programs. The library owns or licenses a sufficient collection of print and electronic resources (including full-text books and journals) and web-accessible materials (List of all library holdings and resources, Doc. ER.16-1; Agreements for access to external resource, Doc. ER.16-2). All instructional programs, in whatever format and wherever they are offered, including online, may access these resources. Resources are also available via the campus wireless network and in a number of computer labs.

17. Financial Resources

San Diego Miramar College has sufficient financial resources to support student-learning programs and services and to improve institutional effectiveness (External funding support, Doc.ER.17-1; 2009-10 SDCCD General Fund Unrestricted Base Allocation Model, Doc. ER.17-2). Planning takes place at both the college and the district level and is evaluated and modified as changes require. The College uses budget management practices that provide for fiscal stability, with an ending balance that exceeds the state minimum requirement (CCFS-311 Year Ended 2007, 2008, 2009; Doc. ER.17-3).

18. Financial Accountability

As required by law, San Diego Miramar College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by a certified public accountant that has no other relationship to the District or the College (2007, 2008, and 2009 Audit Reports, Doc. ER.18-1; Financial aid program audits, Doc. ER.18-2; student loan default rates/relevant USDOE reports, Doc. ER.18-3).

19. Institutional Planning and Evaluation

San Diego Miramar College incorporates an annual process of evaluation and planning into its institutional practices. The San Diego Miramar College 2007-2013 Strategic Plan is used as a basis of assessing progress toward meeting institutional goals. The annual reports on achievement of goals and objectives to assess attainment of the College-Wide Ranked Priorities by the three divisions of the College are prepared for each divisional vice president of the College (2009-2010 College-Wide Goals and Objectives End of Year Reports for Instruction, Student Services and Administrative Services Doc. ER.19-1). These reports detail the institutional and programmatic changes made in the prior year that have enabled the College to make progress toward achieving its institutional goals. These reports are chapters of the College-Wide Master Plan and are the direct result of the San Diego Miramar College Planning Cycle (Doc. ER.19-2).

The planning cycle occurs on a timeline developed by the Institutional Effectiveness Committee (2010-11 CWMP Production Timeline, Doc. ER.19-3). During the Fall semester, programs on campus conduct their annual program reviews based on the SLO/service outcome, environmental scan, and program specific data as it relates to each program. The program review identifies goals and needs to plan for program improvements. These elements are integrated into the campus planning processes in order to make decisions and allocations that most accurately reflect needs; these needs must be verified by evidence. Program review results are also used in updating the College-Wide Master Plan, which includes the Instructional Master Plan, Facilities Master Plan, 3-year Rolling Technology Plan, and Human Resources Plan (2010-11 College-Wide Master Plan, Doc. ER.19-4).

Finally, San Diego Miramar College is committed to the development and measurement of SLOs. To date, the College has developed a statement defining SLOs for the associate degree; the statement was adopted through the College's participatory-governance processes and is published in the college catalog. The College has assigned a faculty member to facilitate assessment of SLOs at the course and program level and track college progress on its draft Timeline to SLOAC Proficiency (Doc. ER.19-5). Student services programs conduct annual program reviews and have established departmental SLOs. In addition to conducting program reviews, the Administrative Services Division engages in assessing administrative service outcomes.

20. Public Information

San Diego Miramar College revises and publishes its catalog annually (2010-11 San Diego Miramar College Catalog, Doc. ER.2-2). To ensure accuracy and currency, a Catalog Subcommittee was formed in 2009. Its membership includes both college and district personnel who developed a procedure that involves review of the entire catalog by the appropriate contributors. The catalog is offered in a printed format and is also available on the College's web site. The catalog contains general information such as: the official name, address, telephone number(s), and web site address of the College; Mission Statement; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of members of the Board of Trustees; admissions requirements; student fees and other financial obligations; requirements on

degrees, certificates, graduation, and transfer; academic regulations including academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures; sexual harassment; and refund of fees. Much of this information is also published in the class schedules. The College also provides information and reminders about various activities including college events or important deadlines such as late registration and financial aid by direct mail, e-mail, and several other media. The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars (Board Policy 5400, Doc. ER.20-1; Recent print or other media advertisements, Doc. ER.20-2).

21. Relations with Accrediting Commission

The Board of Trustees affirms that San Diego Miramar College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies. San Diego Miramar College complies with commission requests, directives, decisions, and policies and makes complete, accurate, and honest disclosures at all times. It is understood that failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke the College's accreditation. College accreditation status is reported in the catalog and on its web site (BP 0005, Doc. ER.21-1; ABA Approval, Doc. ER.21-2; Directory of ABA Approved Paralegal Programs, Doc. ER.21-3).

7-8-2010
Dr. Patricia Hsieh, Date
President, San Diego Miramar College

7-8-2010
Rich Grosch, Date
President, Board of Trustees
San Diego Community College District

SUPPORTING DOCUMENTATION FOR ELIGIBILITY REQUIREMENTS

Doc. ER.1-1 ACCJC Letter of Reaffirmation 2005

Doc. ER.2-1 May 8, 2008 Board Meeting Minutes

Doc. ER.2-2 San Diego Miramar College Catalog 2010-11, http://sdmiramar.edu/root/president/mission_statement.asp

Doc. ER.3-1 Board Policy 2200: Board Duties and Responsibilities

Doc. ER.3-2 Governing Board Bylaws

Doc. ER.3-3 Biographical information on governing board members

Doc. ER.3-4 Board Policy 2710; Conflict of Interest

Doc. ER.4-1 P. Hsieh's address and biographical information

Doc. ER.4-2 Certification of CEO's full-time responsibility to the institution

Doc. ER.5-1 San Diego Miramar College Organizational Charts

Doc. ER.5-2 Biography of administrators

Doc. ER.6-1 Enrollment History, http://research.sdccd.edu/pages/126.asp

Doc. ER.6-2 Student Equity Report, http://research.sdccd.edu/pages/172.asp

Doc. ER.6-3 Class Schedule, http://www.sdmiramar.edu/news_comm/news/newsitem.asp?item=0

Doc. ER.8-1 Master List of Off –Campus Locations

Doc. ER.8-2 Appendix B to Substantive Change Letter

Doc. ER.9-1 Policy on Transfer and Award of Credit

Doc. ER.9-2 Formula used to calculate credit values

Doc. ER.10-1 Sample Program Review including SLO data

Doc. ER.10-2 Fact Books, http://research.sdccd.edu/pages/152.asp

Doc. ER.11-1 Administrative Procedure 5300.2

Doc. ER.11-2 Evidence of Higher Education Rigor and Quality

Doc. ER.12-1 Board Policy 4030: Academic Freedom

Doc. ER.12-2 AFT Faculty Contract, Appendix II, page 152

Doc. ER.13-1 Roster of Faculty

Doc. ER.13-2 AFT Faculty Contract

Doc. ER.14-1 College Demographics: http://research.sdccd.edu/pages/126.asp

Doc. ER.14-2 List of student services

Doc. ER.14-3 Programs for special student populations

Doc. ER.14-4 Sample of Program Review from Student Services

Doc. ER.15-1 Admissions policy

Doc. ER.15-2 Admission Requirements
Doc. ER.15-3 Enrollment Application
Doc. ER.15-4 Role/Expectations of Admission Personnel
Doc. ER.16-1 List of all library holdings and resources
Doc. ER.16-2 Agreement for access to external resources
Doc. ER.17-1 External funding support
Doc. ER.17-2 Funding Base
Doc. ER.17-3 Budgets and Financial Statements for 07/08, 08/09 and 09/10
Doc. ER.18-1 2007, 2008 and 2009 Audit Reports
Doc. ER.18-2 Financial aid program audits
Doc. ER.18-3 Student loan default rates/relevant USDOE reports
Doc. ER.19-1 2009-2010 College-Wide Goals and Objectives End of Year Reports for Instruction, Student Services and Administrative Services
Doc. ER.19-2 San Diego Miramar College Planning Cycle
Doc. ER.19-3 2010-11 CWMP Production Timeline
Doc. ER.19-4 2010-11 Draft College-Wide Master Plan
Doc. ER.19-5 Timeline to SLOAC Proficiency
Doc. ER.20-1 Board Policy 5400: District Catalogs and Related Information Publications
Doc. ER.20-2 Recent print or other media advertisements
Doc. ER.21-1 BP 0005: Accreditation
Doc. ER.21-2 ABA Approval Letter for Paralegal Program
Doc. ER.21-3 Directory of ABA Approved Paralegal Programs http://www.abanet.org/legalservices/paralegals/directory/ca.html

RESPONSES TO ACCREDITATION TEAM RECOMMENDATIONS FROM THE 2004 VISIT

RESPONSES TO THE ACCREDITATION TEAM RECOMMENDATIONS FROM THE 2004 VISIT

Recommendation 1: The College build upon efforts to foster a "culture of evidence" through campus-based institutional research. (Standard I.B.4, I.B.5, I.B.6)

Response:

After the College's last accreditation visit, the Chancellor's Cabinet adopted an operational model that incorporates a full-time researcher at each college and Continuing Education following significant district-wide dialog. The intent was to expand district and campus research capabilities and extend research functions beyond the District's central research office to become an integral part of the decision-making processes at each college and Continuing Education. In this model, a campus-based researcher (CBR) reports to the district Institutional Research and Planning (IRP) director, but after training, spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the campus. However, the CBR remains an integral part of the broader district-wide research community. In this manner, projects that emerge from the campus and have relevance to one or more of the other colleges would transition from campus-specific to district-wide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The District approved the creation and funding of a full-time CBR position for San Diego Miramar College, and two searches to fill this position took place during the 2006-07 academic year, but were unsuccessful due to the limited number of qualified applicants. Plans to renew the search during the 2007-08 academic year were derailed by the California state budget crisis. During that time, a hiring freeze went into effect, and the position remains frozen.

The College has made progress towards achieving its goal to foster a "culture of evidence." In 2008, the College established a Research Subcommittee that developed two distinct processes of assembling and accessing data. First, a research agenda was developed based on the campus strategic plan and is currently in the process of being implemented, producing recurring annual research reports:

1. Student Satisfaction Survey
2. Employee Perception Survey
3. College Fact Book
4. Basic Skills Report
5. High School Pipeline Report
6. Student Equity Report
7. SLO assessment technical data

Second, an "ad hoc" research request process was developed and is in the process of being implemented to address non-recurring and short-term research requests. "Ad hoc" research requests go to the Research Subcommittee via the campus research liaison for prioritization based on

established criteria and are subsequently forwarded to the district IRP Office for action (Miramar College Research Infrastructure Description, Doc. RR.1).

In addition, a district researcher has been assigned to the College two days a week to work with faculty and staff on ad hoc research projects, support the College's Basic Skills Initiative, and meet with participatory governance committees to describe how to access available data and how to request research. Preliminary evidence shows that having this "interim" campus-based researcher has helped to promote a culture of evidence by fulfilling research requests with timely information that will help improve student learning.

Today, San Diego Miramar College continues to improve its research infrastructure undaunted by the scarce resources of these challenging times. The College has made steady progress and has reached the "sustainability level" in program review and is working toward the "proficiency level" of student learning outcomes rubrics provided by ACCJC. The newly developed online tracking database allows all faculty members to input individual course SLO information. This online system was made possible through the grassroots efforts of many individuals throughout campus. Two new web sites are under development to make research documents and SLOAC information more readily accessible to all.

These actions demonstrate the motivation and initiative of faculty, administrators, and staff to develop innovative ways to effectively integrate existing data into meaningful action, developing the culture of inquiry required to be successful. However, much work remains ahead. Although research data is available in new and accessible ways, little data is being actively integrated into the daily fabric of campus life. As a result, a gap exists between producers and frontline users. The College is ready to take its research initiatives to the next level: linking research with action within the broader college community. To facilitate this process, San Diego Miramar College applied to the Research and Planning Group to participate in a technical assistance program they will offer in Fall 2010 called the Bridging Research, Information and Cultures Initiative Technical Assistance Program (BRIC Application, Doc. RR.2). The College was not selected to participate in the project, but will actively pursue the information being provided to the colleges that are working with the Research and Planning Group on this project.

The program review and SLOAC processes have been integrated into the College's decision-making and planning processes known as the College-Wide Master Planning process. This process is coordinated by the Institutional Effectiveness Committee. The College has completed its second iteration of the cycle, and refinements have been made along the way. Data are featured prominently in the program review process undertaken by each department. Additionally, the College Research Subcommittee has recently completed its second annual environmental scan. During this process, the subcommittee decided that the previous environmental scan only needed to be updated instead of completely rewritten. These updates will continue for 4-5 years before a completely new environmental scan is composed. When writing the update, the subcommittee consulted the District's environmental scan, San Diego Association of Governments (SANDAG) information, local newspapers, web sites, government studies, district newsletters, and professional newsletters. Information from this update will be used to make informed decisions throughout the College. Program review reports are used to inform decision making throughout the College and provide inputs to the Chancellor's Cabinet via the president to inform decision making at the district level.

The district-wide Research Committee was reconstituted in 2006 to coordinate data gathering and

dissemination to the three colleges and Continuing Education for the purposes of program review and other data-driven processes. The committee is chaired by the district director of Institutional Research and Planning, with representation from the three colleges and Continuing Education, the vice chancellor of Instructional Services and Planning, special grant initiatives, and research analysts. This committee serves as a forum for discussion of best practices for program innovation and evaluation as well as identification of future research and data collection issues.

San Diego Miramar College has steadily increased its participation in the district-wide Research Committee. When the campus Research Subcommittee was formed during the 2008-09 academic year, the College formalized the manner of its representation on the district-wide Research Committee. The research subcommittee chair, the research liaison, a faculty member, and classified staff represent San Diego Miramar College at the district-wide Research Committee and ensure the College's needs are met.

District-wide Research Committee representatives have discussed how the individual annual research agendas submitted to the district Institutional Research and Planning Office can be aligned in order to ease the workload of the research analysts working at the District. When this alignment is achieved, the district Institutional Research and Planning Office can prepare one research report that addresses the needs of all three colleges and Continuing Education.

Recommendation 2: Implement a comprehensive program review process that will integrate instructional and student services evaluations into a campus-wide analysis of institutional strengths and weaknesses. (Standard II.A.2.e)

Response:

In 2005, San Diego Miramar College began planning to implement a comprehensive program review process. The goal was to integrate program review data from Instructional, Student Services, and Administrative Services divisions and use the integrated information as the basis for college-wide planning and decision making. In addition, by conducting program reviews of all the programs in three divisions, strengths and weaknesses of each program are identified, and the data collected from the program reviews help the College focus on ongoing improvement to enhance the effectiveness of the programs and the College.

Toward the end of 2005, the new President at the time identified program review and institutional planning as a top priority for the College and created the Institutional Effectiveness (IE) Task Force, charged with development of a college-wide planning process. The College held a series of retreats and meetings including a Process Mapping Training Retreat; Institutional Planning Retreat; a series of Student Learning Outcomes Assessment Cycle (SLOAC) workshops; and instructional program review meetings, workshops, and retreats. The College also provided reassigned time for a SLOAC coordinator and hired a consultant to provide guidance for the IE Task Force.

In 2006, program reviews of instructional programs, student services, and administrative services were piloted followed by campus-wide dialogue and full implementation in 2007. Each of the four cycles of program review was followed by an analysis and subsequent improvement of the process (Program Review/SLOAC Minutes 10Feb09, Doc. RR.3).

In addition, in fall 2006, the Instructional Program Review Committee added the SLOAC function to its mission, in order to better integrate the evaluation of student learning into the program review, planning, and resource allocation processes. After this change, the newly constituted Program Review/SLOAC Subcommittee began developing the specific tools, mechanisms, and procedures for a program review process.

During the same time frame, the IE Task Force, in collaboration with the Program Review/SLOAC Subcommittee, the Student Services Committee, and the Vice President of Administrative Services, developed an institutional effectiveness strategy that would integrate the program review processes and outcomes in Instruction, Student Services, and Administrative Services. Each division's program review process addressed and answered a set of common questions in the form of a short summary report or a presentation to the respective oversight committee, based on the division's needs:

1. Relevant history: where the program has been in the past.
2. Goals: program vision, where faculty members/staff see the program going in the future, in alignment with the College's strategic plan.
3. Strengths: program strengths that will allow it to reach its goals, based on available data about program performance.
4. Challenges: issues that make it difficult to reach program goals, again based on available data about program performance.
5. Proposed changes: changes needed in functional areas to address the identified challenges and reach program goals.

Since fall 2006, the College has conducted a self-reflective dialogue and has developed and embraced a cyclical planning process, which is the foundation for institutional self assessment and decision making. This planning process culminates in an annual update of the College-Wide Master Plan, which sets the direction of the College and serves as a basis for departmental and program analysis and planning. The IE Committee coordinates an annual update of the College-Wide Master Plan as described in the San Diego Miramar College Planning Cycle (Doc. RR.4).

In spring 2007, pilot studies were conducted using the new program review processes for seven instructional programs (developmental English, transfer English, English for Speakers of Other Languages, Speech, Spanish, Biology-Allied Health, and Aviation Maintenance); two student services areas (EOPS/CARE and Assessment); and one administrative services area (Reprographics). This pilot test of the program review process was evaluated and used as a basis for establishing a permanent process for each of the College's three major divisions. This permanent process established comprehensive program reviews for approximately one-third of the College's programs each year, with shorter annual updates for the remaining two-third of the programs. This schedule was designed so that each program would undergo a comprehensive review once every three years, with annual updates to facilitate input from all programs into the College's annual planning and budgeting processes.

In fall 2007, the College finalized the new program review process and three-year review cycle. At the beginning of the semester, the entire two days of FLEX (August 22 and 23, 2007) were devoted to program review and student learning outcomes activities. These FLEX days were followed by the faculty defining each of the College's instructional programs (Student Services and Administrative Services programs were already well-defined.) The resultant list of 59 separate instructional programs was divided into three different groups, each of which would undergo a comprehensive program review once every three years. During this time frame, the program review guidebook was also updated and on-site training was provided to department chairs and administrators on how to access and use program review data provided by the District's IRP Office.

The program review data from fall 2007 was used by the Budget and Resource Development Subcommittee (formally known as the Planning and Budget Committee) for distribution of Instructional Equipment and Library Materials (IELM) funds.

In spring 2008, program reviews were completed for the set of programs identified in fall 2007. Also in spring 2008, the College approved the college-wide planning process and designated the IE Task Force as a permanent participatory-governance committee responsible for college-wide planning (Miramar College Governance Handbook, Doc. RR.5). As part of the institutionalization of this process, the deadline for completion of program review reports was moved from the spring to the fall in order to allow for earlier input of program review information into the college-wide planning process. Programs that were slated to undergo program review in spring 2009 were therefore moved to an earlier due date of fall 2008.

In fall 2008, programs slated to undergo program review in the 2008-09 academic year completed their reviews in accordance with the new timeline. The results of the program reviews completed in spring and fall 2008 were used in the college-wide planning and decision-making process piloted during the 2008-09 academic year. This process culminated in the completion of the 2009-10 College-Wide Master Plan and the 2009-10 College-Wide Ranked Priorities for the academic year in spring of 2009, as per the College's new integrated planning cycle (College Executive Committee Minutes March 9, 2009, Doc. RR.6). The ranked priorities are developed annually in accordance with the integrated planning cycle.

In spring 2009, the Instructional Program Review/SLOAC Subcommittee conducted a comprehensive evaluation of the program review process and proposed a number of changes intended to improve the process by better integrating it with the SLOAC, college-wide planning, and resource allocation processes. These changes were subsequently approved by the appropriate college participatory-governance committees. (Summary of Proposed Changes to PR/SLOAC, Doc. RR.7; Program Review Annual Report Form, Doc. RR.8; and Program Review Instructions 2009-10, Doc. RR.9) Major modifications included:

- Changing the program review process timeline to align with the college-wide master planning process
- Clearly identifying the College's instructional programs, resulting in a total of 28
- Reorganizing the college catalog by instructional program
- Publicizing program-level SLOs in the catalog
- Changing program review to an annual process for all programs, instead of a triennial "comprehensive" review with annual updates
- Modifying the forms used to report program review results
- Rewriting the instructions for program review
- Streamlining the submission process for program review results

- Specifying program review research data requirements and including those on the College's annual research agenda

All instructional programs underwent program reviews during fall 2009 using the revised program review process. As in the previous cycle, the results of those reviews were used in the college-wide planning and decision-making process (2010-11 CWMP Production Timeline, Doc. RR.10; IE Committee Meeting Minutes – December 11, 2009, Doc. RR.11). This process culminated in the update of the 2010-11 College-Wide Master Plan (Doc. RR.12) and the 2010-11 College-Wide Ranked Priorities (Doc. RR.13).

In 2008-09 academic year, a Student Services Program Review and Student Learning Outcomes (SLOs) Taskforce was created to improve the program review forms and process used in the student services departments. The task force created a new timeline and provided guidance and assistance in the SLOs and program reviews undertaken by the student services departments. In the renovated program review process, the task force integrated ongoing assessment of SLOs, linked program review to planning, and provided a mechanism for reporting how well the Student Services Division meets student needs (Sample of Student Services Program Review, Doc. RR.14). The refined process results in the production of an annual program review report inclusive of programmatic goals, areas of strengths and needed improvements, program effectiveness, and future planning. In addition, the process includes SLOs assessment and analysis, service unit objectives assessment and analysis, and links outcomes to recommendations for programmatic improvement. The new timelines established by the task force are in sync with the Administrative and Instructional divisions and provides data to inform planning and resource allocation at the college-wide level (Student Services Program Review Timeline, Doc. RR.15).

The Administrative Services division created a parallel program review form in 2009, and identified administrative service outcomes for each area (Sample of Administrative Services Program Review, Doc. RR.16). Program reviews were conducted in 2009, and the results of those reviews were used in the program improvement, college-wide planning, and decision-making process in the 2009-10 planning cycle.

By fall 2010, San Diego Miramar College will have undergone four program review cycles (including the pilot program review cycle). Every currently active college program has been reviewed at least once, incorporating data relating to student learning and achievement. The results of the program reviews have been used to refine and improve educational practices at the program level as well as the overall college planning level. The College has also twice conducted comprehensive reviews and made major refinements to the program review process (once following the pilot program review cycle in spring 2007 and once following the spring 2008 and fall 2008 program review cycles). Program review processes are ongoing and systematic and are used to enhance program effectiveness and to improve student learning and achievement. The College is working at the sustainability level of continuous quality improvement in program review and planning.

Recommendation 3: Acquire library materials and database at a level sufficient to support student learning. (Standard II.C.1)

Response:

As of June 30, 2009, students have access to 29,085 books, 27,653 eBooks, and 9 subscription research databases containing 68 periodical titles. These numbers represent a significant increase over available library resources in 2004. Based on the College Library/LRC Point-of-Service Survey Executive Summary 2009 (Doc. RR.17), 68% of the students surveyed indicated that they were satisfied or very satisfied with the library's collection. The campus library budget will also be dramatically increased due to furniture, fixture, and equipment funding for the new Library and Learning Resource Center (LLRC).

The Library/LRC also holds various audiovisual resources. While the library does not have specifically designated funds in its regular operating budget to purchase videotapes/DVDs to support curriculum, it uses some funds provided to the SDICCCLRC consortium to purchase videotapes/DVDs for the library's own audiovisual collection. Historically, the Library/LRC has been dependent on state funding via the Telecommunication and Technology Infrastructure Program (TTIP) to pay for its entire article and reference online databases and electronic books. Up until 2009-10, the State provided each California community College Library/LRC with $32,363 per year to cover the costs of online databases. However, due to California state budget cuts, TTIP funding from the state was suspended until further notice. The campus is absorbing these costs to ensure no interruption of database service occurs for the College's students and will continue to do so until California's economic climate improves.

Recommendation 4: The College use its strategic plan to drive the development and full integration of the educational master plan with the technology, facilities, and human resources plans and related institutional processes. The human resources plan should be developed with special attention to providing sufficient administrative and staff members for projected institutional growth. (Standard III.A.6, III.B.1, III.B.2, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b)

Response:

As noted earlier in this report, the College developed, approved, and began to implement a new six-year 2007-2013 San Diego Miramar College Strategic Plan (Doc. RR.18). For each of the plan's six goals, specific implementation strategies are listed that identify "orchestrators" (the individuals who are chiefly responsible), "teams" (the college committees and/or departments that are most directly related to implementation), implementation steps and the timelines for their completion, and progress indicators. Through implementation of the goals and activities outlined in the strategic plan related to college planning and operation, development of the College-Wide Master Plan occurred in a manner in which all constituencies were able to participate.

When the College-Wide Master Plan (CWMP) was developed, the goal was to have this plan encompass the Instructional Master Plan, Facilities Master Plan, 3-year Rolling Technology Plan, and Human Resources Plan. As of May 2010, these individual plans have been developed and are the center of the CWMP. Additionally, these plans have been integrated with other college

processes into a unified planning and resource allocation model at San Diego Miramar College.

The Instructional Master Plan was updated in 2004, but its development was not broadly inclusive of campus constituencies; subsequently, it has not been used widely in college planning or decision making. In the 2009-10 academic year, under the leadership of the Vice President of Instruction and the Academic Affairs Committee (comprised of department chairs and the Academic Senate leadership) thoroughly drafted an updated Instructional Master Plan; this draft plan will be presented to the College Executive Committee in fall 2010 for approval (draft Instructional Master Plan, Doc. RR.19). This draft plan provides the vision for instructional excellence and college growth, summary information, and analysis (e.g., program review findings and recommendations and demographic, enrollment, and service-level trends) as well as projections of future program direction and needs. This plan is a work in progress, with annual updates and improvement planned.

The Three-year Rolling Technology Plan was organized by the Technology Committee as a three-year plan with annual updates as needed (Three-year Rolling Technology Plan, Doc. RR.20). The current plan was reviewed and updated in fall 2009 and was approved by the College Executive Committee in April 2010.

The Facilities Master Plan (Doc. RR.21) was developed in 2004 with broad college and district participation, in preparation for the Proposition "S" capital-construction bond measure. It has been subsequently reviewed several times after Proposition "S," and later Proposition "N," as each new facility on campus is designed, reviewed, approved, and constructed. The plan has served the College well and has met the current needs based on program review information. The College is poised for growth when the economy improves and has planned for facilities with that growth in mind, as well as aesthetic appeal and fit with the community.

The Human Resources Plan covers the campus faculty hiring process, the classified hiring process, strategies for enhancing campus staff diversity and campus climate for cultural and ethnic diversity, and medium and long-term staffing needs. The process for hiring new and replacement contract faculty is posted on the college web site on the Faculty Hiring Committee page.

The District does not currently have a process to provide staffing increases to support new facilities and is also facing staffing reductions due to staff attrition. With the current statewide budget deficit, vacant positions have been defunded. As positions become vacant due to retirements, promotions, and resignations, they are reviewed on a case-by-case basis by the campus and then submitted to Chancellor's Cabinet with a recommendation to fill or defund. Positions deemed critical to the College's operation based on program review/SLO assessment data have received backfill funding so that these needs can be met, but the loss of staff has created challenges for units, requiring them to reorganize and redirect work or eliminate functions previously performed. In addition, the District has identified a need to set aside funds to maintain the facilities constructed with Proposition "S" and "N "funding and has set aside over three of the six million dollars that will be needed to maintain the new buildings (DGC Budget Handout April 7, 2010, Doc. RR.22).

Recommendation 5: Implement initiatives to ensure that faculty and staff increasingly reflect the diversity of their student body. (Standard III.A.4.a,b)

Response:

San Diego Miramar College and the District have initiated efforts to ensure that faculty, administrators, and staff reflect the diversity of its student body. Data on the ethnicity of employees by group is provided earlier in the introduction. The table below shows the change in demographics for both employees and students (SDCCD Fact Book 2004, Doc. RR.23 and SDCCD Fact Book 2009, Doc. RR.24), which is largely attributed to initiatives implemented to increase diversity. The Board of Trustees is sensitive to the issue of diversity and regularly asks for data on progress for each unit within the District. At the conclusion of each of the past two hiring seasons (2007-08 and 2008-09), a report entitled "Report on Diversity Issues" was presented to the Board of Trustees (Report on Diversity Issues, Doc. RR.25).

A number of initiatives have been implemented at San Diego Miramar College and are presented below. Additional information is provided in response to District Recommendation 2. For example, the Chancellor has championed a plan to promote development of staff in an initiative called "Succession Planning" (www.sdccd.edu/public/events/we/Online/2009/WE-May09_spreads.pdf - 2009-05-11, Doc. RR.26).

Change in Application Process

A web-based application process was implemented in fall 2009 that requires all applicants for employment to submit documents online. District Employment Services offered faculty and staff training during summer 2009 and again in spring 2010 on the new online application process.

Diversity/International Education Committee

The Diversity/International Education Committee is charged to "be inclusive and promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations." Comprised of administrators, faculty members, classified staff members, and students, this committee promotes intercultural understanding and the view that cultures are equal in value, as well as develops and implements programs and approaches that increase global awareness, celebrate diversity, and foster inclusiveness in the college community. The committee also addresses issues related to international education, including study abroad opportunities for students and teaching abroad opportunities for faculty.

Comparison of Employee Demographics

	2003 EMPLOYEE ETHNIC DEMOGRAPHICS				2008 EMPLOYEE ETHNIC DEMOGRAPHICS			
Ethnic Group	**Raw Number**		**Percentage**		**Raw Numbers**		**Percentages**	
	Employees	**Students**	**Employees**	**Students**	**Employees**	**Students**	**Employees**	**Students**
African American	20	493	3.8%	5.2%	31	638	4%	5%
American Indian	NA	101	NA	1.1%	4	104	1%	1%
Asian	48	1,341	9.1%	14.1%	107	1,859	14%	16%
Filipino	9	1,087	1.7%	11.4%	12	1,151	2%	10%
Latino	49	1,185	9.3%	12.5%	89	1,879	11%	16%
Caucasian	350	4,223	66.7%	44.4%	460	4,852	59%	41%
Other	4	349	0.8%	3.7%	1	409	<1 %	3%
Unreported/ Unknown	45	723	8.6%	7.6%	81	1,038	10%	9%
Total			100%	100%			100%	100%
Total	**126**	**9,502**	**23.90%**	**43.2%**	**243**	**5,631**	**32%**	**48%**

SDICCCA Internship Program

San Diego Miramar College has been a committed participant in the San Diego and Imperial County Community College Association (SDICCCA) Internship Program for over 13 years. Individuals preparing for community college careers may apply to intern with an instructor, counselor, or librarian mentor. Participants also agree to attend regular workshops that cover a variety of topics. The Vice President of Student Services at San Diego Miramar College is the liaison to the SDICCCA Internship Program. The Vice President of Student Services recruits faculty mentors, assists in placements, and organizes meetings when they are held at the College. Typically, the College will host between two and five interns. San Diego Miramar College had six SDICCCA interns for 2008-09 and three for 2009-10. The ethnic/racial composition of interns for this two-year period was:

African American	0	(0%)
Asian/Filipino	4	(44.5%)
Hispanic	1	(11.1%)
Caucasian	2	(22.2%)
Other/Not Specified	2	(22.2%)

Interns have gone on to serve as adjuncts or full-time faculty members at San Diego Miramar College, San Diego Mesa College, and neighboring community colleges in counseling, EOPS, chemistry, and economics.

Efforts on Enhancing Campus Staff Diversity and Campus Climate for Cultural and Ethnic Diversity

In May 2007, the College Executive Committee (CEC) endorsed the document "Enhancing Campus Staff Diversity" (Doc. RR.27) and a document for Enhancing Campus Climate for Cultural and Ethnic Diversity (Doc. RR.28). These documents, which were last revised in March 2010 and adopted by the CEC, are available for review on the CEC web page. Recommendations from these documents are reflected in the 2007-2013 San Diego Miramar College Strategic Plan, and regular updates on the progress made on each recommendation are to be provided to the CEC, other college participatory-governance committees, and all constituencies (CEC agenda 10May04, Doc. RR.29). This diversity document is reviewed quarterly by CEC in order to ascertain the degree of its implementation and assess the College's progress in enhancing campus climate for cultural and ethnic diversity. In spring 2010, the College Executive Committee requested the Diversity/International Education Committee review this document and subsequently adopted the recommendations made by the Diversity/International Diversity Committee on May 4, 2010. In addition, CEC received a comprehensive report on the assessment of the College's culture competency on May 4, 2010. The College's president has included the recommendation received on the President's cabinet retreat agenda for further discussion. The President will then bring the President's cabinet's recommendation to CEC for input and comments regarding actions needed to respond to the culture competency recommendation (CEC minutes 10May04, Doc. RR.30).

Recommendation 6: Provide training to employees to facilitate their ability to actively participate in general budget and planning processes. (Standard III.D.1.d)

Response:

The accounting supervisor and vice president of Administrative Services provide the Budget and Resource Development Subcommittee with detailed worksheets outlining the funds available for distribution during the allocation process each fall. Written guidelines for allocation of these funds are also provided. The accounting supervisor provides group training for WebAdvisor upon request by any employee. This web-based financial system is used on campus to identify adopted budget and financial activity for requisitions, encumbrances, actual expenditures, and funds available. Workbooks detailing WebAdvisor access are available electronically and in hard copy (WebAdvisor Workbook, Doc. RR.31).

Beginning with the Fall 2009 semester, the College further integrated its training, budget, and planning process by formalizing a transparent budgeting process for discretionary funding. This process has been reviewed and supported by the Institutional Effectiveness Committee and is included in the Timeline for Updating the College-wide Master Plan. The process identifies an input and feedback loop for campus discretionary budgets. The remainder of the budget is predicated on the allocation of contract and adjunct salaries. Discretionary Budget Worksheets (Doc. RR.32) are created and distributed to each vice president in October and are due back in late February. They are then reviewed jointly in the President's Cabinet by the vice presidents and president. These worksheets provide current-year budgets, space to reallocate budget for the next budget year, and justification. Program review information and campus goals and objectives are the basis for this justification. At this time, the College does not have new resources to allocate, but priority needs are discussed by departments/divisions, and reallocations have been made. These worksheets are

approved at the department, school, and vice president levels, and are used as a basis for developing the following year's tentative budget.

The vice president of Administrative Services is a member of the Budget and Resource Development Subcommittee, which is composed of faculty, staff, and administrators. This forum is utilized to disseminate and discuss the state- and district-wide budget environment and to ensure lines of communication are available to the entire campus for matters related to budget planning and development.

Recommendation 7: The College will work with the district to implement a district-wide strategic plan that integrates with the College's vision, mission, and strategic plan. (Standard IV.B.1, B.1.b)

Response:

In spring 2007, college constituency groups approved the 2007-2013 San Diego Miramar College Strategic Plan (Doc. RR.18) and identified implementation steps and timelines for each of the plan's strategies. The plan is developed based on the mission and vision of the College. It is reviewed every three years and updated as needed.

The District has made significant progress in strategic planning in the last five years. The Chancellor appointed a district Strategic Planning Committee, which includes representatives from each college, Continuing Education, and the District. The committee, which is part of the participatory-governance structure of the District, serves as the district-wide vehicle for initiation and coordination of district-wide strategic planning. College representatives on the district-wide committee include the dean of Library and Technology, the past Academic Senate president, and the Classified Senate president. Through these representatives, the College shared major themes of the College's strategic plan with the district Strategic Planning Committee which were integrated with the District Strategic Plan. The district Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the District and colleges and Continuing Education.

While the district Strategic Planning Committee was initially charged with developing a strategic plan to provide a vision for future development for the District, ongoing efforts of the committee have included:

- Developing a coordinated timeline for institutional planning across the District.
- Reviewing the planning outcomes of the colleges and Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis.
- Conducting an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges.
- Reviewing and disseminating current and timely information from external groups and agencies that relate to the planning opportunities the District and its institutions should strategically pursue.
- Sponsoring forums and workshops to discuss planning options in conjunction with the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees.
- Linking the review and consideration of identified strategic priorities to the ongoing district-wide budget development and allocation procedures.
- Developing a research plan to assess progress toward strategic goals.

The Strategic Planning Committee produced two reports that have been broadly shared and reviewed across the District:

1. The San Diego Regional Environmental Scan: (June 2006) has been widely used by key decision-makers at each of the colleges and Continuing Education to shape their own short-term and long-term planning priorities and strategies.
2. The San Diego Community College District 2009-12 Strategic Plan identified key priority areas to be systematically addressed over the next few years. This plan was based on the strategic plans of each of the District's three colleges and Continuing Education (http://www.sdccd.edu/public/events/strategicPlan_2009-2012.pdf, Doc. RR.33).

The planning goals in the district-wide strategic plan are to:

1. Increase access to continuing and higher education opportunities for all
2. Strengthen and expand support services to respond to changing student needs
3. Assume strategic roles in addressing regional workforce development needs
4. Enhance professional development for all staff
5. Become a sustainability citizen and advocate within the community
6. Adapt to a changing fiscal environment with a sound fiscal strategy
7. Strengthen our internal and external organizational communications practices

These goals are clearly consistent with the San Diego Miramar College mission, vision, and strategic plan.

To ensure that the College will adequately provide input to the district Strategic Planning Committee through the College's representatives, the College Executive Committee has listed "Report from District Strategic Planning Committee" as a standing agenda item to keep the College informed of the implementation of the district-wide strategic plan (sample CEC Agenda, Doc. RR.29).

RESPONSES TO DISTRICT RECOMMENDATIONS

District Recommendation 1: The district continue to work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty, staff, students, College and district leaders, board members and the community. (Standard IV.B.1, B.1.b)

Response Summary:

The San Diego Community College District Strategic Plan, 2009-2012 (Doc. RR.33) was approved by the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees (Date of Approval – April 16, 2009). The plan is the outcome of the district strategic planning effort, which brought forth the planning processes from San Diego City, Mesa, and Miramar Colleges, as well as Continuing Education, and integrated them into an overarching framework. The critical and common priorities from the four institutions were synthesized within this framework and translated into strategic goals for the District.

This effort was facilitated by the district Strategic Planning Committee, which includes representatives from each college, Continuing Education, and the District. The committee, which is part of the participatory-governance structure of the district, serves as the district-wide vehicle for integration and coordination of district-wide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the District and colleges/Continuing Education; this balance is achieved through synchronization with the plans, goals, and implementation methods established at the campuses while respecting their autonomy. The committee's actions and recommendations were relayed through regular consultation with the campus participatory-governance groups.

Some of the committee's accomplishments include:

==> Established a coordinated framework and timeline for institutional planning across the District.

==> Reviewed the planning outcomes of the colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis.

==> Conducted an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges.

==> Reviewed and disseminated current and timely information from external groups and agencies that relate to the planning opportunities the District and its institutions should strategically pursue (e.g. San Diego Regional Environmental Scan).

==> Linked the consideration and review of identified strategic priorities to the ongoing district-wide budget development and allocation procedures.

The SDCCD Strategic Plan focuses on 7 strategic goals (with accompanying objectives):

1. Increase access to continuing and higher education opportunities for all.
2. Strengthen and expand support services to respond to changing student needs.
3. Assume strategic role in addressing regional workforce development needs.
4. Enhance professional development for all staff.
5. Become a sustainability citizen and advocate within the community.
6. Adapt to a changing fiscal environment with a sound fiscal strategy.
7. Strengthen internal and external organizational communications practices.

The committee continues to work with the four institutions, the district research office, and the appropriate participatory-governance groups to collect data, analyze the metrics, and update/revise the strategic goals on an annual basis.

District Recommendation 2: The district, in cooperation with the colleges, explore new efforts and initiatives to identify barriers that limit the diversity of their workforce and ensure that faculty and staff reflect the rich diversity of their student body. (Standard III.A.4.a,b)

Response Summary:

In the last response to the accreditation team, the San Diego Community College District (District) outlined areas in which goals had been set and work begun in the areas of increasing the diversity of the workforce. In addition to those areas identified in the response, the District has made significant progress in exploring new initiatives and taking positive actions to enhance the diversity of the workforce of the District. Additionally, the District, the individual colleges, and Continuing Education have "taken actions to identify barriers that limit diversity, as well as" identified new goals, objectives, and initiatives towards meeting the goal of a more diverse workforce. As a result of the identification of some potential barriers, the following initiatives have taken place: Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and development of a district EEO Plan. These initiatives will provide the District and the colleges and CE with the ability to further identify and eliminate barriers to achieving a diverse workforce. Additionally, the EEO Plan included in this response identifies 12 additional barriers and means to eliminate and/or overcome them.

Policy Development

One pontential barrier to a diverse workforce is unclear or noncommittal policy regarding the District's commitment to diversity. The District has taken exceptional steps to ensure that this is not an obstacle or barrier in our District, and that the commitment is known and shared. Since the last report to the accreditation team, the Board of Trustees in September 2007 evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity (Doc. RR.34). In the 2008-09 academic year, the Trustee Advisory Council proposed and the Board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the District. The proposed changes were approved by the District Governance Council, and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

Since the last accreditation, through the participatory-governance process involving faculty, staff, and constituency groups, the District has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity. These efforts further ensure that the District engages in fair and equitable hiring practices that support a diverse workforce and effectively addresses any problems that could arise in this area. These policies also reconfirm the District's commitment to support working and educational environments that are free from discrimination and rich in diversity. The new policies and procedures are included as Doc. RR.35.

Training

A lack of knowledge or understanding of the core components and values surrounding diversity can be a barrier to achieving a diverse workforce. To ensure that this is not a barrier, the District provides training to faculty and staff in various areas, including Equal Employment Opportunity, to ensure no barriers exists to hiring a workforce that is rich in diversity and reflective of the District's student population. In 2007-08 and 2008-09, the District's Human Resources Department conducted Equal Employment Opportunity (EEO) training at all of the colleges, Continuing Education and the district office. The training was designed for the District's EEO representatives, who are members of all employment application review (screening) committees. The EEO representatives have the role of participating in and monitoring the screening/hiring processes to ensure the integrity of the process and to see that it is conducted in a manner that complies with all federal and state laws. A copy of the EEO representative training is included as Doc. RR.36. The Human Resources Department also utilizes the materials from this EEO representative training to train all chairpersons and other screening committee members to enhance and emphasize the District's commitment to EEO and diversity.

In July 2009, as a result of the Human Resources Department reorganization, the Board of Trustees approved and filled a new position, Employee Training and Development officer. This position enhances the District's ability to provide all personnel with appropriate continued professional development opportunities consistent with the District's mission, including the District's commitment to diversity. The job description for the Employee Training and Development officer is included as Doc. RR.37.

Additional training on diversity and cultural competency has also been developed throughout the District. An initial training on cultural competency was presented to the cabinet members (Chancellor, presidents, and vice chancellors) at the Cabinet Retreat on August 14, 2009. A copy of those training materials is included as Doc. RR.38.

EEO Process Review

In order to continue to identify the barriers that may limit the diversity of the workforce, the District has dedicated staff responsible for reviewing the hiring process for compliance with state and federal Equal Employment opportunity laws and principles. Primary in this effort at the district level is the district Equal Opportunity and Diversity officer, amongst whose duties are to:

==> Develop and recommend EEO/Diversity program, policies, and strategies that meet federal and state accreditation standards, Board of Governors, State Chancellor Office, and other mandates.

==> Review and approve district recruitment and hiring processes to assure these are conducted in accordance with district, state, and federal EEO/Diversity requirements.

==> Conduct investigations of formal complaints of unlawful discrimination from SDCCD students and employees.

==> Conduct EEO Training.

==> Provide advice and interpretation to district administrators, employees, students, and employment applicants on federal and state laws and district policy and procedures related to EEO, discrimination, and diversity.

==> Represent the district office and district Service Center as EEO site compliance officer.

==> Chair the District's EEO Plan Advisory Committee, Equal Opportunity Site Compliance Officer Committee, and Campus Diversity Advisory Council.

A copy of the job description for the Equal Opportunity and Diversity officer is included as Doc. RR.39.

Additionally, at each college, Continuing Education, and the district office there is a site compliance officer (SCO) who is specially trained in the laws, regulations, policies, and procedures pertaining to Equal Employment Opportunity. The SCO also possesses sensitivity to and understanding of the diverse socioeconomic, cultural, disability, and ethnic backgrounds of community college students and staff and understands the educational benefit of an academic environment that is rich in diversity. The SCOs perform conflict resolution and manage informal EEO complaints and investigations from students and employees to ensure integrity in the treatment of faculty, staff, and students.

The District has an SCO Committee that is chaired by the District's Equal Opportunity and Diversity officer and whose membership includes all of the District's SCOs. It is a permanent component of the District's EEO Program, and its primary purpose is to provide the SCOs from each campus with EEO training on EEO laws, policy, and procedure and an opportunity to collaborate and identify, measure, and develop plans to combat patterns of unlawful discrimination and harassment district-wide.

Diversity Reporting

In the prior accreditation response, it was noted that the Board of Trustees had initiated an effort to regularly monitor the diversity of the work force and student body through quarterly reports. In an effort to ensure that there is no barrier created as a result of untimely or dated information regarding the composition or diversity of the student body or workforce vis-á-vis the current population within the District, the Board has continued to actively monitor the diversity of the workforce and the student body through quarterly reports provided to them by staff. These reports provide a profile for each college and Continuing Education as well as the District in total of the current employee workforce composition by sex and ethnicity, including recent hires, as well as the student demographic profiles. A copy of a report presented to the Board on May 28, 2009, is included as Doc. RR.40.

College and Continuing Education Diversity Programs

A potential barrier to recruiting and hiring a diverse workforce is not having an adequate recruitment pool of diverse candidates to draw from when hiring opportunities arise. To ensure that this barrier

is not present in our District, the District Human Resources Department regularly conducts an ongoing analysis of the district applicant pools to ensure the effectiveness of its outreach efforts and the presence of a diverse applicant pool. A copy of such a report is included as Doc. RR.41.

In the prior accreditation response, it was indicated that each of the colleges' and Continuing Education's participatory-governance bodies would discuss diversity and create activities and strategies to identify barriers and support diversity. In an atmosphere of participatory-governance, and with the active input and assignment of faculty and staff, each college and Continuing Education has made substantial progress in developing strategies and activities to enhance and promote diversity on their respective campuses. All of the colleges and Continuing Education have either created campus diversity committees or are actively engaged in doing so. Three colleges have completed the creation of their diversity web sites to support their committees' efforts and objectives in this area. Continuing Education is in the process of developing their web site.

San Diego City College formed a Diversity Committee to take a lead role in fostering a campus environment that welcomes and respects diverse life experiences, and identifies and eliminates barriers to achieving a diverse workforce. It is committed to promoting a broader awareness of diversity through the initiation of policy and programs that support the mission of San Diego City College. Anyone at San Diego City College is free to participate and serve as a member of the committee. San Diego City College's Diversity Committee is in the process of revamping their web site, which can be viewed at http://sdcity.edu/diversity/default.asp.

San Diego Mesa College has an active Diversity Committee comprised of strong representation from the participatory-governance groups of faculty, classified staff, and students. Membership also includes representation from administration, the Office of Instructional Services, Resource Development and Research, and the community. The committee's original "purpose statement" has been revised into a Mission, Vision, and Values statement. The committee has created a web site that will inform the Mesa community of diversity-related activities on campus as well as serve as a resource and repository of information on topics related to diversity and cultural competence. The web site's homepage has been launched, and the committee is working on adding content. San Diego Mesa College's Diversity Committee's web site can be viewed at: http://www.sdmesa.edu/diversity/.

San Diego Miramar College has a long-established Diversity/International Education Committee. The committee has evolved from initially being established in the 1990's to now being recognized as a full participatory-governance committee. The goal of the committee is to be inclusive and to promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations. This committee promotes intercultural understanding and the view that cultures are equal in value. The committee develops and implements programs and approaches that increase global awareness, celebrate diversity, and foster inclusiveness in the campus community. The committee also addresses issues related to international education, including study abroad opportunities for students and teaching abroad opportunities for faculty. An events planning task force is formed as necessary. Each constituency leader recommends members, based on the number of members designated by the College's Governance Handbook. San Diego Miramar College's Diversity Committee web site can be viewed at http://www.sdmiramar.edu/cmte/DIEC/.

Continuing Education has formed its Diversity Committee with representation from across

Continuing Education. The committee has developed a committee description and mission statement that reads: The Continuing Education Diversity Committee (CEDC) is an Administrative Governance Council participatory governance committee comprised of representation from Continuing Education faculty, administration, and staff. The role of the Diversity Committee is to fulfill the mandates contained in Board Policy 7100 Commitment to Diversity. CEDC goals include: (1) to assist in carrying out Board Policy 7100 to make reasonable efforts to hire employees who demonstrate cultural competence; (2) to raise skills, knowledge, and attitudes in terms of the cultural competence and cross cultural skills of current employees via training and professional development; and (3) to ensure awareness, knowledge, and understanding of different cultures. Continuing Education is in the process of developing their diversity web site, which will be located at www.diversity.sdce.edu.

The District has formed a Campus Diversity Advisory Council (CDAC), which is a permanent component of the District's diversity program. It is chaired by the District's Equal Opportunity and Diversity officer and includes the chairpersons of the campus diversity committees of each college and Continuing Education. The CDAC also facilitates the campus diversity committees to track their diversity-related activities and develop programs and activities in the area of diversity at the respective campuses. While each college and Continuing Education will be responsible for embracing and advancing the mission statement of their individual diversity programs, the CDAC will be a group that can discuss and develop ideas for campus events, training, and workshops that will promote appropriate understanding of and concern for issues of equity and diversity.

EEO Plan Development

A lack of planning, and specifically the lack of a formal plan to reach diversity goals, can be a barrier to achieving a diverse workforce. The District has aggressively pursued the development of a District EEO Plan despite many uncertainties from the state Chancellor's office that could have derailed these efforts, including the lack of standards for developing and obtaining hiring availability data. Nonetheless, our District persevered to develop and adopt our District EEO Plan.

The prior accreditation response indicated that the District would convene a committee to develop a district-wide plan regarding EEO and diversity, which has been done. During the fall semester of 2007-08, a district-wide EEO Plan Advisory Committee was formed. The committee was chaired by the District's Equal Opportunity and Diversity Officer and included a diverse membership, with representation from the various participatory-governance groups from all three colleges, Continuing Education, and the district office. The committee met regularly since its inception and has submitted the final draft of the EEO Plan to the District Governance Counsel, Chancellor's Cabinet, and Board of Trustees for approval in July 2010. A copy of the EEO Plan is included as Doc. RR.42.

The EEO Plan includes the following 11 components:

1. Introduction
2. Policy Statement
3. Delegation of Responsibility, Authority, and Compliance
4. Advisory Committees
5. Complaints

6. Notification to District Employees
7. Search Committee Training and Composition
8. Annual Written Notice to Community Organizations
9. Analysis of District Workforce and Applicant Pool
10. Other Measures Necessary to Further Equal Employment Opportunity
11. Graduate Assumption Program of Loans for Education

Component 10 of the EEO Plan (Other Measures Necessary to Further Equal Employment Opportunity) identifies twelve actions to remove barriers that limit diversity and ensure a workforce rich in diversity. These actions are:

1. Committing to a formal diversity program that will be funded and supported by the District and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competency on their campuses.
2. Recruiting and hosting guest speakers from underrepresented groups and diverse cultural backgrounds who may inspire students and employees.
3. Emphasizing the District's commitment to equal employment opportunity, diversity, and cultural competency in job announcements and in its recruitment, marketing, and other publications.
4. Conducting diversity forums and cross-cultural events and promoting cultural celebrations on campus.
5. Encouraging the faculty and student services to integrate diversity and multiculturalism into their instruction and program.
6. Ensuring that all district institutions' publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
8. Providing EEO/diversity workshops that promote diversity and cultural competency.
9. Ensuring that the District's equal employment opportunity and diversity goals and objectives are fulfilled by cabinet-level administrators.
10. Establishing an Equal Opportunity and Diversity online presence by highlighting the District's diversity, equal employment opportunity, sexual harassment, and nondiscrimination policies, procedures and programs on the District's web site. The web site also lists contact persons for further information on these topics.
11. Establishing awareness of sensitivity to diversity and cultural competency as a required skill and qualification for SDCCD employees.
12. Ensuring that all levels of administrative staff support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

Conclusion / Summary of Response

In the previous response to the findings of the accreditation team, the District committed to taking steps to further enhance the diversity of the faculty and staff and to take actions to identify and remove barriers to this goal. All of the commitments previously identified in the last response to

the accreditation team have been met and many have been exceeded.

Further, as evidenced by the specific examples cited in this response, the District, each of the three colleges, and Continuing Education have taken additional steps beyond the previous commitments to demonstrate their commitment to diversity through planning, training, and the development of programs and processes that are designed to eliminate artificial barriers to a diverse workforce. The District, the colleges, and Continuing Education recognize and embrace the challenge of continuing to identify and improve the Equal Opportunity and Diversity efforts throughout the District and at each location.

District Recommendation 3: In order to build upon their efforts to strengthen institutional effectiveness and to foster a culture of evidence throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong College components. (Standard I.B.3, I.B.6, IV.B2.b)

Response Summary:

Campus-Based Research Structure

Under the leadership of the Chancellor's Cabinet, an operational model that incorporates a researcher at each college and Continuing Education was developed in 2005. This model was widely discussed for input throughout the organization and has been partially implemented with plans for full implementation as budget allows. Campus-based researchers (CBR) are in place at the two largest colleges: San Diego City College and San Diego Mesa College. A search for a campus-based researcher for San Diego Miramar College was conducted on two different occasions, but a suitable researcher was not identified in the pool of candidates. Subsequently, the position was frozen due to California's severe budget crisis. However, one of the research analysts from the district Office of Institutional Research and Planning (IRP) is currently filling in the CBR position as an interim for San Diego Miramar College two days a week.

The vision of the operational model is to expand the district and campus research capacity and extend research functions beyond the district research office to become an integral part of the campus. The Campus-based researcher (CBR) reports to the Director of Institutional Research and Planning at the District but, after a period of hands-on training and mentoring, spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the College. The CBR is an integral part of the broader district-wide research community. As projects emerge from the College that have relevance to one or more of the other colleges, these projects would transition from college-specific to district-wide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The processes for generating accurate database information, developing this data into useful information, and maintaining the integrity of the data are all the responsibilities of the district IRP Office (including the CBRs). The procedures for processing data (e.g., student data from the district mainframe computer, as well as transfer data from the National Student Clearinghouse and various other sources of raw data) into more useful information have been documented, and all researchers follow the prescribed approaches. The requirements and standards of reporting are also defined.

San Diego Mesa College has had a campus-based researcher in place for three years and San Diego City College for over a year. The reporting and documented protocols needed to maintain report integrity, while maximizing the opportunities for collaboration, have been working very well for both of the college CBRs. The following protocols are in place to support these goals:

1. Semi-weekly meetings are scheduled with the CBRs, the District Research Analysts and the director of Institutional Research and Planning to review project plans, conduct troubleshooting analyses, identify ways in which to streamline projects, adjust timelines, and modify resources.
2. Meetings are regularly scheduled with the CBRs, the responsible college administrator, and the IRP director to help facilitate open communication and mutual sharing of issues and new directions in research emerging from college or district-wide arenas.
3. The IRP director frequently attends key meetings at the colleges and Continuing Education (e.g., Research Committee, Accreditation Committee, and BSI Committee) to provide assistance in determining research needs and defining research projects or reports, as well as facilitating the design and implementation of an infrastructure for building the research capacity and culture of evidence at the colleges and Continuing Education.
4. The IRP office staff has developed project logs that contain information about all projects that the district IRP Office works on, as well as a list of recurring projects that require CBR and district researcher collaboration/awareness such as common core report elements for: transfer studies, program review, EOPS, DSPS, matriculation, and enrollment management reports.

The hiring processes for the San Diego Miramar College and Continuing Education CBRs are on hold until the current budget situation improves. However, the IRP Director attends various meetings on these campuses (i.e., Research Committee, Program Review, and Accreditation Committee) to provide leadership and support of the research and information needs. The district IRP staff also support the college-based needs for data and information for a variety of projects including program review, SLOs, and institutional planning. The Director has provided leadership to San Diego Miramar College in the development of a Research Agenda, as well as to Continuing Education for enrollment management and program review. There are several examples of projects and support from the district IRP Office specifically for San Diego Miramar College and Continuing Education in the absence of campus-based researchers, including:

1. Program review data and information (e.g., enrollment, outcomes, and productivity) (Doc. RR.43)
2. Survey development, implementation, and delivery (Doc. RR.44)
3. Weekly or monthly Enrollment Management interactive spreadsheets for the CIOs (Doc. RR.45)
4. First and Final Census Student Profile (demographic) reports (Doc. RR.46)
5. Student tracking studies (i.e., non-credit to credit migration) (Doc. RR.47)

In addition, the IRP Director continues to provide extensive training to the existing research staff in anticipation of filling the college-based researcher positions in the future.

Culture of Evidence/Culture of Inquiry

The ultimate goal of the accreditation recommendation and the resulting actions described herein is to facilitate the development of a culture of evidence through a collaborative process that will lead to a culture of inquiry at the colleges, Continuing Education, and the district offices. The primary goal for developing a culture of evidence and inquiry is to inform all key decisions with relevant data, thus moving towards data-driven decision-making.

The District IRP Director and research analysts regularly attend many key committee meetings convened at the campuses, some of which include: Accreditation, Program Review, Institutional Research and Planning, Student Learning Outcomes and Assessment, Basic Skills. The implementation of the CBR model has allowed for the extension of the research support and participation to go beyond the liaison relationship and become more integral to on-going campus interaction. A recent example of the integration of planning at the campus and district-wide levels is shown with the Basic Skills Initiative. This state funded priority calls for data collection, analysis, and data-driven decisions as a central part of making responsive changes and enhancements to the delivery of course offerings in basic skills. The community of researchers at SDCCD (district and CBRs) collaborates on project plans that attend to a core set of issues for all colleges while maintaining the ability, through the CBR, to provide special focus on the campus elements that are unique in the delivery of basic skills instruction and subsequent student success program. In addition, the IRP director and research analysts facilitate discussions at the colleges/Continuing Education and at the District using a participatory-action research model (e.g., briefings) to assess the needs of the campuses, identify the gaps in data needs, and develop and implement research agendas.

District Research Committee

The District Research Committee, which was reconstituted in 2006, serves as a major vehicle for directing and coordinating research support to the priorities that cross all colleges and Continuing Education, including: (1) student learning outcomes, (2) program review, (3) district-wide sharing of best practices in program innovation and evaluation, and (4) providing a forum for identifying future research and data collection issues that need attention and proactive changes. The committee functions as the central coordinating body for SDCCD research priorities. It provides leadership and guidance on initiatives that systematically promote a culture of evidence and a culture of inquiry within the District. The committee coordinates and prioritizes the joint efforts of campus-based and district-based researchers to enhance effectiveness and avoid duplication. In addition, the committee helps to disseminate research data and information that is produced by the district Institutional Research and Planning Office.

The District Research Committee, chaired by the district director of IRP, includes one or more representatives from all three colleges, Continuing Education, the vice chancellor of Instruction, special grant initiatives (Title 3, Title 5), as well as the research analysts to help ensure a comprehensive approach for addressing essential research issues.

Future Changes in the IRP Office

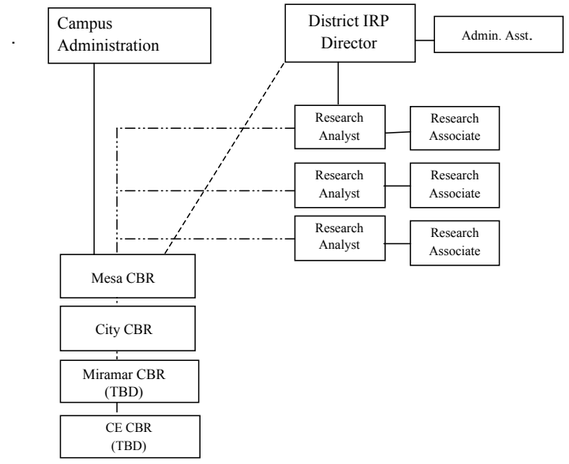
Plans are being implemented to further strengthen the research capability of the district IRP Office to support campus and district-wide research and institutionalize a culture of evidence and a culture of inquiry throughout the organization. The district IRP Office has developed a system

of support staff ranging from research assistants and research associates, which provide technical support in the implementation, collection, and display of information to research analysts and the director who provide high level analysis, design, and project management. The addition of the research assistants to the team was intended to improve the quality and integrity of the data and information provided, as well as to increase the efficiency of the analysts and shorten the time to completion on most requested studies and reports. The diagram on the following page shows the reporting relationships of this expanded research support system.

Additional plans for improvement and expansion of the research capacity include the development and implementation of a comprehensive student information data warehouse (implemented late fall 2009). The warehouse will provide the IRP researchers and CBRs access to standardized data sets and templates, allowing for increased reporting frequency and accuracy in reporting. The IRP Office has also been putting into place numerous quality assurance mechanisms and protocols for assuring data quality and integrity. These include such things as: standard operational definitions, procedures for validating data and reporting, and a syntax library. The long-term goal of the IRP Office is to provide leadership and support to the colleges, Continuing Education, and the District in building and sustaining a healthy infrastructure for conducting research and transforming data into information, while moving toward a culture of inquiry.

SDCCD INSTITUTIONAL RESEARCH AND PLANNING

The diagram below provides the organization of the District Research and Planning function.



CBR=Campus-Based Researcher

District Recommendation 4: The district should build upon its efforts to clearly delineate the functions of the district and colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges.

Response Summary:

Since the previous accreditation visit, the District has further refined the delineation of function and governance structure of the District, colleges, and Continuing Education. This delineation has served as a model for other multi-college districts in the state and nationally. The delineation of function has been formalized and included in the annual publication, District Governance and Administration Handbook for 2009-2010 (Doc. RR.48). This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district participatory-governance committee, including the annual membership. Key district policies related to governance form another important component of the handbook. The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the District's many councils and committees, including Budget Development, Student Services, Curriculum and Instruction, District Governance Council, Marketing, Research, and Management Services. Several recent examples of refinements designed to improve effectiveness and efficiency include:

1. The addition of a classified senate representative to the district Budget Development Committee to improve communication with the classified senates.
2. Periodic meetings of the Student Services Council with other student services department leaders, including matriculation deans, health services directors and mental health professionals, evaluators, DSPS program managers, and transfer center directors. . The goal is to improve collaboration and communication.
3. Regular joint meetings of the vice presidents of Student Services and Instruction, along with the vice chancellors of Student Services and Instruction to plan and address issues that impact both student services and instruction, as well as to improve collaboration and coordination of the leadership.
4. A conscientious district-wide effort to produce district meeting agendas and support documents in an online format to support sustainability efforts and maximize efficiency.
5. Regularly-scheduled meetings between the executive vice chancellor, Business Services and vice presidents of Administrative Services to facilitate coordination and communication on fiscal matters.
6. Regular and open office hours conducted by the Chancellor at each college, Continuing Education, and the district office.
7. Regular, written updates to all employees from the district Emergency Operations Committee apprising them of recent developments on emergency matters, the most recent being the H1N1 pandemic.
8. A reorganization of the Human Resources Department to improve operations and provide for efficiencies.
9. A reorganization of the district's Information Technology Department to move from a contracted service provided by a third party for the past 30 years, to an in-house operation fully integrated into the District's organizational structure. The goal of the reorganization is to provide a more cost-effective operation that is responsive to operational needs.
10. Regular meetings between the academic senate leadership from the colleges and Continuing Education and the chancellor, to ensure strong communication on district-wide matters that rely primarily on the academic senates.
11. A reorganization of the district Instructional Services and Economic Development Department to incorporate grants development, economic development, and a stronger relationship between the career technical programs and business and the community.

There are several important communication mechanisms have been institutionalized to communicate effectively with faculty and staff throughout the District. These include the following:

1. Chancellor's Cabinet Update (Doc. RR.49)
2. Board Reports (Doc. RR.50)
3. DGC Minutes (Doc. RR.51)
4. Facts on File (Doc. RR.52)
5. High School Partnership Delineation Document (Doc. RR.53)
6. Prop S & N Report (Doc. RR.54)
7. Ongoing Emergency Response Reports (Doc. RR.55)

8. Chancellor's Messages and Regular Updates on Important Matters (Doc. RR.56)

The Chancellor's Cabinet Meeting Report is a regular publication of important information and decisions of the Chancellor's Cabinet and is widely disseminated monthly, throughout the District, both electronically and on paper (Doc. RR.57).

The Chancellor's Cabinet has initiated another new annual publication since the last accreditation, titled: Facts on File. The publication includes a profile of the District, as well as each college and Continuing Education, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high-level facts that may be of interest to the community served by the District. This report is complemented with a comprehensive Fact Book for each college and the District (Doc. RR.24) that contains detailed student demographic and outcome data, along with other important comprehensive facts about each program.

The District has also refined several areas of responsibility to more clearly delineate functional responsibility and provide for efficiency of service delivery, including the initiation of campus-based researchers (described in more detail in Recommendation #3), an enhanced outreach structure at each college and Continuing Education (Doc. RR.58), a new operational structure for Disabled Students Programs and Services (Doc. RR.59), and a reorganization of the district Human Resources Department, the Instructional Services and Economic Development Department, and the Information Technology Department (Doc. RR.60). Continued review and refinement of other areas is planned for 2010-11, as a result of the declining budget for categorical programs.

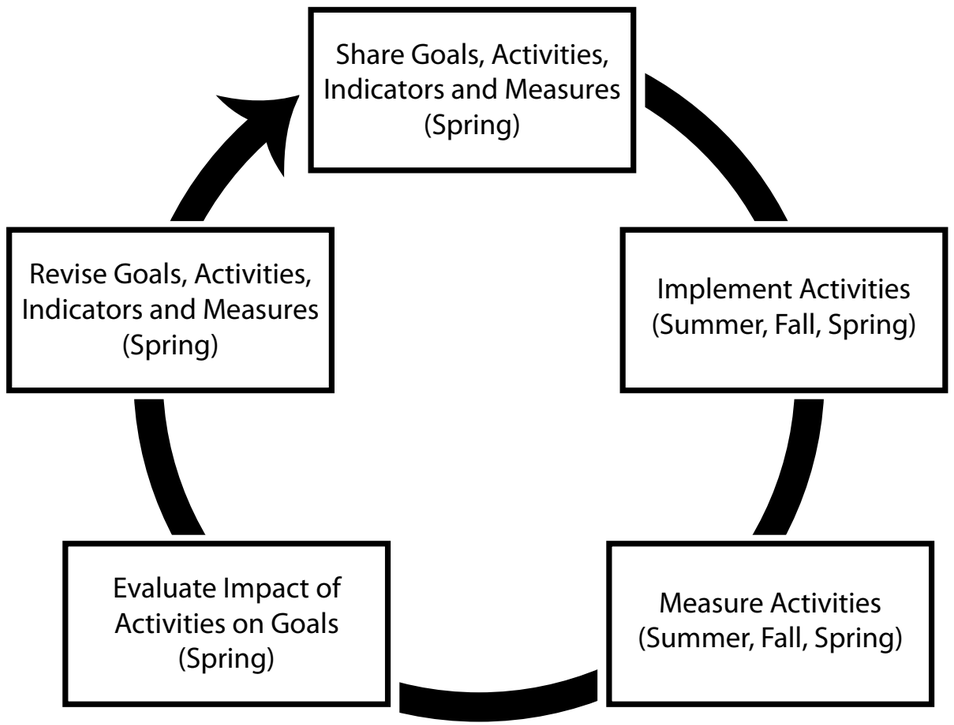
The Chancellor's Cabinet and District Governance Council continue to review and better define the organizational functions of the District and the colleges and Continuing Education. As recommendations come forward, they will be reviewed and acted upon by the appropriate department/entity.

In a continued effort to evaluate the effectiveness of the quality of services provided to the colleges by the district offices, in 2009-10, the San Diego Community College District began a process of integrated planning at the district level. This effort has also served to move the District towards its strategic goals and align district actions with the planning processes at the campuses. The district Office of Institutional Research and Planning developed a model that includes a cycle for planning along with district department action plans and assessments. This process provides a structure for establishing goals which include specific action steps or activities as well as indicators and measures for evaluating the progress made toward these goals. Each department in the district office provides an updated plan every year along with a report on the outcomes from the previous year. The action plans and assessments are developed by the individual departments and divisions and are compiled into a larger district-level report.

This process provides each district department and their divisions an opportunity to dialogue within their department in order to define and clarify a purpose or mission, to establish short-term and long-range goals to serve the colleges, to identify key activities for achieving these goals, and to determine ways in which to best measure progress toward achieving these goals. The planning process also includes a review and report on the outcomes of the activities so that departments can discuss strategies and future action steps.

As part of this new planning process, the district Office of Institutional Research and Planning

administered a district-wide internal customer needs survey for each district department in spring 2010. Each department reviewed their survey results and used the information to assess their goals and to establish renewed goals for their department. The Planning and Assessment Model for the district department is illustrated below.



SUPPORTING DOCUMENTATION FOR RESPONSES TO RECOMMENDATIONS

Doc. RR.1	Miramar College Research Infrastructure Description
Doc. RR.2	Bridging Research, Information and Cultures Initiative Technical Assistance Program (BRIC) Application
Doc. RR.3	Program Review/SLOAC Minutes February 9, 2010
Doc. RR.4	San Diego Miramar College Planning Cycle
Doc. RR.5	Miramar College Governance Handbook
Doc. RR.6	College Executive Committee Minutes March 9, 2009
Doc. RR.7	Summary of Proposed Changes to PR/SLOAC
Doc. RR.8	Program Review Annual Report Form
Doc. RR.9	Program Review Instructions 2009-10
Doc. RR.10	2010-11 CWMP Production Timeline
Doc. RR.11	IE Committee Meeting Minutes – December 11, 2009
Doc. RR.12	College-Wide Master Plan
Doc. RR.13	2010-11 College-Wide Ranked Priorities
Doc. RR.14	Sample of Student Services Program Review
Doc. RR.15	Student Services Program Review Timeline
Doc. RR.16	Sample of Administrative Services Program Review
Doc. RR.17	College Library/LRC Point-of-Service Survey Executive Summary 2009
Doc. RR.18	San Diego Miramar College Strategic Plan FY 2007-13
Doc. RR.19	Draft Instructional Master Plan
Doc. RR.20	Three Year Rolling Technology Plan
Doc. RR.21	San Diego Miramar College Facilities Master Plan
Doc. RR.22	DGC Budget Handout April 7, 2010
Doc. RR.23	SDCCD Fact Book 2004
Doc. RR.24	SDCCD Fact Book 2009
Doc. RR.25	Report on Diversity Issues
Doc. RR.26	Succession Planning
Doc. RR.27	Enhancing Campus Staff Diversity document, May 2007
Doc. RR.28	Enhancing Campus Climate for Cultural and Ethnic Diversity
Doc. RR.29	CEC Agenda May 4, 2010
Doc. RR.30	CEC Minutes May 4, 2010
Doc. RR.31	WebAdvisor Workbook

Doc. RR.32 Discretionary Budget Worksheets
Doc. RR.33 The San Diego Community College District 2009-12 Strategic Plan
Doc. RR.34 Board Policy, BP 7100, Commitment to Diversity
Doc. RR.35 New Policies and Procedures
Doc. RR.36 EEO representative training materials
Doc. RR.37 Job description - Employee Training and Development Officer
Doc. RR.38 Cabinet Training Materials
Doc. RR.39 Job Description – EEO Officer
Doc. RR.40 Report to Board – May 8, 2009
Doc. RR.41 Applicant Pool Report
Doc. RR.42 Draft EEO Plan
Doc. RR.43 Program Review Data
Doc. RR.44 List of Surveys and Reports Available
Doc. RR.45 Enrollment Management spreadsheets for CIOs
Doc. RR.46 Census End of Term Student Profile report
Doc. RR.47 Non-credit to Credit Migration Report
Doc. RR.48 District Governance and Administration Handbook for 2009-2010
Doc. RR.49 Sample of Chancellor's Cabinet Update (Weekly Report)
Doc. RR.50 Sample of Board Reports
Doc. RR.51 DGC Minutes
Doc. RR.52 Facts on File
Doc. RR.53 High School Partnership Delineation Document
Doc. RR.54 Prop S & N Report
Doc. RR.55 Ongoing Emergency Response Reports
Doc. RR.56 Chancellor's Messages and Regular Updates
Doc. RR.57 Chancellor's Cabinet Meeting Report Sample
Doc. RR.58 District Outreach Structure
Doc. RR.59 District DSPS Structure
Doc. RR.60 District Reorganization of Services

STANDARD ONE

INSTITUTIONAL MISSION AND ASSESSMENT OF EFFECTIVENESS

Standard Coordinator: Lou Ascione,
Dean of Arts and Humanities

STANDARD 1A: MISSION

Co-Chairs:
Lou Ascione, Administrator
Buran Haidar, Faculty
Carol Smith, Classified

Members:
Kandice Brandt, Faculty
Alan Vierson, Faculty
Richard Halliday, Faculty
Parvine Ghaffari, Faculty
Sandi Trevisan, Classified
Elizabeth Orr, Student

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The San Diego Community College District (SDCCD) Mission Statement reads: "The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences to meet the educational needs of the San Diego community" (Doc. I.A.1). A Statement of Philosophy, which was adopted by all SDCCD colleges, expands on the broad educational purposes of the SDCCD by affirming its commitment to providing students with the opportunity to obtain general education as well as associate degrees and certificates (San Diego Miramar College Catalog, Doc. I.A.2). As one of three colleges in the San Diego Community College District, San Diego Miramar College has developed its mission in the context of the broad educational purposes that are defined by both the SDCCD Mission Statement and Statement of Philosophy.

San Diego Miramar College clearly embraces these broad educational purposes along with those that are shared with all other California community colleges, namely, to provide students with the opportunity to earn associate degrees and vocational certificates, complete transfer preparation requirements, and form a solid foundation for lifelong learning. The mission of San Diego Miramar College, however, exceeds the requirements of being merely a provider of educational needs by recognizing the fact that genuine student success requires preparation to live, work, and develop in a constantly changing, diverse, and complex world. Specifically: "Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity."

This Mission Statement is further defined by the College's Vision, Values, and Strategic Goals which directly follow the Mission Statement in the college catalog:

Vision

- Student learning and success will continue to be the focus of all we do.
- San Diego Miramar College will continue to develop as a college that identifies student access, learning and success as the touchstone to guide planning, set priorities and measure effectiveness.
- San Diego Miramar College will have an inviting and accessible campus that attracts students.
- San Diego Miramar College will continue to be a hub of education, diversity, recreation and services to the community.

Values

We at San Diego Miramar College value…

- Student access, learning and success for students from basic skills through college level.
- The preparation of students for degrees, jobs, careers and transfer, as well as personal growth and career advancement.
- The ability to recognize and respond to opportunities.
- A collegiate college community with mutual respect, courtesy and appreciation.
- Accomplishments of individuals, groups and the college as a whole.
- Diversity of our students, staff, faculty and programs.
- Creativity and excellence in teaching, learning and service.
- Collaboration and partnerships.
- Shared governance and communication.
- Sustainable practices in construction, curriculum and campus culture.
- Quality, flexibility, and innovation.

Strategic Goals 2007-2013

1. Focus college efforts on student learning and student success.
2. Deliver instruction and services in formats and at sites that best meet student needs.
3. Provide campus facilities, programs and co-curricular activities at San Diego Miramar College that enhance the college experience for students.
4. Initiate and strengthen beneficial partnerships with business and industry, schools and community.
5. Enhance San Diego Miramar College's visibility, attractiveness and reputation for quality and student centeredness in a setting that celebrates diversity.
6. Improve and strengthen San Diego Miramar College's internal processes to include program review, master planning, strategic planning and budget development.

San Diego Miramar College's Mission Statement was created, and is updated, as a direct response to the intended student population that is served at the College. Although the student population of the College continues to grow (10,553 students in fall 2004 to 11,930 in fall 2008), the composition of the student body has remained fairly consistent over time. In the past five years, almost half

(49%) of all the students attended the College with the educational objective of either transferring to a 4-year college and/or earning an associate degree. Approximately a quarter (24%) of all students attended the College with the educational objective of preparing for a career. This group of students includes those seeking vocational degrees and certificates as well as students who aim to enter a new career, decide on a career, or increase their preparedness for a career. The students who are not counted as either pursuing transfer or preparing for a career were mostly undecided and unreported students (21%). A small percentage of the students were concurrently enrolled at a nearby 4-year college (2%), and the remainder of students who attended the College did so either as a means to basic educational development, improve basic skills, complete credit for high school or a GED, or move from credit to non credit (4%) (2009 Miramar Fact Book p.9,10, Doc. I.A.3). Twenty-one percent of the San Diego Miramar College student population did not report their educational objective or were undecided.

To achieve the College's mission and best serve students, the programs and course offerings at San Diego Miramar College are designed, funded, and supported in accordance with the student population. The results of these efforts can be most clearly seen in the composition of the instructional programs in that they very closely match the needs of the intended student population. The instructional programs at San Diego Miramar College are best understood as falling into one of two general categories: general academics and career technical education (CTE); the size and scope of these general program categories are aligned with the specific needs of the student population.

General academic programs such as history, fine arts, and science account for the large majority of all course offerings at the College (approximately 75%). They are designed to serve the general education and basic skills needs of students in any program of study as well as to satisfy all associate degree and transfer requirements for students with either of those educational objectives. The College has a comprehensive curriculum that includes general education as well as major courses to serve the educational needs of its transfer students (CSU General Education Course List by Area, Doc. I.A.4 & IGETC General Education Course Lists by Area, Doc. I.A.5). All of the general academics programs belong to one of the two largest instructional schools at the College: the School of Math, Business, and Science and the School of Liberal Arts. Because of the broad set of student needs that are being served in these two schools, the programs in these schools are reviewed by faculty, counselors, instructional administrators, and the College's articulation officer to ensure a direct correspondence between student needs and the curriculum. Towards that end, the College established the Basic Skills Initiative Subcommittee of the Academic Affairs Committee to focus on student learning and success. The subcommittee's mission is to "design and implement a research-based plan for the College's basic skills students to address both academic and social integration into the college community" (http://www.sdmiramar.edu/cmte/BSIT/index.asp?q=BSIT, Doc. I.A.6).

Career Technical Education (CTE) programs account for approximately 25% of all course offerings at the College. They include automotive, advanced heavy duty equipment (diesel), aviation technology, child development, emergency medical technician, fire protection technology, policy academy, military studies, and biotechnology fields. These CTE programs are directly related to specific industries and designed to prepare students seeking entry into technical careers and currently-employed students pursuing career advancement in their industry. The relationship between the curricula of CTE programs and the technical skills needed in these industries is closely monitored by the faculty and administration, in keeping with recommendations of industry

advisory committees, professional organizations, standards, and local needs for each program, as detailed in Standard II.A.2.b.

Approximately 15% of all courses at San Diego Miramar College fall under one of the programs within the School of Public Safety. The programs of the School of Public Safety are unique to the College within the SDCCD and are amongst the College's oldest and most successful programs. Currently, the College offers training and/or education through its Administration of Justice, Fire Protection Technology, Emergency Medical Technician, and Military Studies programs. These programs have been collaboratively designed by the corresponding local institutions and San Diego Miramar College to ensure that students who successfully complete the program are able to serve the community as qualified law enforcement officers and emergency response professionals.

To enhance student success in a changing world within an environment that values excellence in learning, teaching, innovation, and diversity, the College offers a number of student services to the supported general student population and students with special needs. A list of student services programs can be found in Standard II.B.1.

Self Evaluation

Part of the College's Mission Statement, "to prepare students to succeed in a changing world," demonstrates the College's focus on student learning as it relates to the real world. Such a focus helps the College continually evaluate its curricula and the relationship between course and program objectives to the rapidly changing world in which the knowledge, skills, and attitudes learned by the students are ultimately applied. The College recognizes that in order to prepare students to succeed in the ever-changing global context, the College's curricula must be relevant to the world in which they will live once they leave the College. Under the College's mission of preparing students to succeed in a changing world, San Diego Miramar College has focused its efforts on meeting the needs of its students by designing its programs to prepare them for transfer, earning a degree, or employment.

In order to best serve current and potential students, the College, through its annual college-wide planning process, reviews, assesses, and revises its programs, curricula (www.curricunet.com, Doc. I.A.7), student services, and student co-curricular activities, with input from all campus constituencies, using internal and external environmental scans that consider changes in area demographics, labor trends, program reviews, and student learning outcomes assessment cycle data (College-Wide Master Plan Annual Update Process, Doc. I.A.8). Additionally, CTE programs are revised and augmented based on input from advisory committees, corporate partners, and analyses of workforce needs in the region, described in Standards II.A.2.b, II.A.2.e., and II.A.2.f.

In spring of 2009, an Employee Perception Survey was administered at San Diego Miramar College. The results showed that 73% of responding employees agreed or strongly agreed that the College facilitated ongoing dialogue about improving student learning and institutional processes, and 72% agreed or strongly agreed that program review was integrated into the college planning process (Miramar College Employee Perception Survey, Doc.I.A.9).

The SDCCD Institutional Research and Planning (IRP) Office collects data for all district colleges for use in monitoring success of their respective student populations. The Miramar College Fact

Book 2009 (Doc. I.A.3) data regarding completion of degrees and certificates are used to review and analyze student success and demographics. The data show that the annual success rates of San Diego Miramar College students remained relatively stable from 2004-05 to 2008-09, with a five-year average of 68%. Both male and female students' five-year average success rates (68% and 69%, respectively) were higher than the all colleges in the district five-year average rate of 66%. Among ethnic groups, success rates ranged between 56% for African American students and 71% for both White and Asian/Pacific Islander students. Students under age 18 had the highest success rate on average (82%). The number of certificates requiring 30 to 59 units showed the greatest increase of 12% between 2004-05 and 2008-09. On average, 58% of the total awards conferred at San Diego Miramar College were associate degrees, which is lower than the all-college district average of 67%. This lower percentage can be explained in part by a 65% increase in the College's annual transfer volume from 262 in 2004-05 to 431 in 2008-09, as well as the fact that the police academy does not award a degree or certificate to its graduates at the end of the six-month training program.

San Diego Miramar College meets its students' needs for success "in a changing world" by reviewing its existing programs, developing new ones, building student personal competencies, and offering support services to enhance student success. The College has established processes for reviewing and revising existing and developing new programs, new proposed courses, and new associate degrees or certificates. The College also offers instruction and services in multiple formats and at multiple sites, detailed in Standard II.A.1.a and II.A.2. Placement and enrollment of incoming students is based on assessment of math and English preparation. Research is actively conducted to assess impact of early intervention on basic-skills students' success, detailed in Standard II.A.1.a. and II.A.1.b. The College also uses its annual Program Review (PR) and Student Learning Outcome Assessment Cycle (SLOAC) processes to determine if students are achieving the stated learning outcomes, detailed in Standards II.A.1.c. and II.A.2.a.

Student success in a changing world demands information technology literacy and communication technology competency. The College's five institutional learning outcomes, described in Standard II.A.1.c, include communication skills and information management. The College has a recently revised Computer Business Technology Education Program and a number of computer-technology-based courses in many disciplines. These offer students several instruction modalities including distance education through online and hybrid courses, web-enhanced courses, as well as training opportunities for faculty, staff, and administrators, as detailed in Standard II.A.2.d.

The data regarding student demographics allows the College to regularly evaluate its commitment to student success. Through such evaluation, any discrepancies in student success that seems to be a trend related to gender, race, socio-economic background, disability, etc. can be examined more closely to determine a possible cause. The results of such an investigation and any potential remedy are then fed into the College's planning cycle. As a result, the College focuses strongly on developing or augmenting instructional programs in response to the growing diversity of its student body. According to the Miramar College Fact Book 2009 prepared by SDCCD Institutional Research and Planning (Doc. I.A.3), the annual transfer volume for San Diego Miramar College increased 65%, from 262 in 2004-05 to 431 in 2008-09. In keeping with the varied educational needs of the College's demographically diverse general population students, the report shows that among the students transferring to four-year higher education institutions for the 2008-09 academic year, the representation of Asian (16%) and Filipino (12%) minority group students was higher than their general population of 12% and 9%, respectively. Latino and white students were

under-represented in the transfer group: 12% and 41% in contrast to 14% and 46 % in the general population. The 6% representation of African Americans was proportional to their numbers in the general population. Women comprising 44% of the general population were overrepresented at 51% of in the transfer population, which may be related to general gender-specific career choices, as well as the dominate number of male students in the police academy program. These students do not aim for transfer upon completion of their six-month training. .

San Diego Miramar College continues to respond to student needs and to labor shortages of qualified career individuals in the San Diego area by securing alternative funding opportunities and developing new pathways and programs. Between 2004 and 2007, the College participated in a College and Career Transitions Initiative (CCTI) to develop a high school to college pathway in the Law, Public Safety, and Security occupational area, detailed in Standard II.A.2.d. Recently, the College was awarded two American Recovery and Reinvestment Act (ARRA) of 2009 grants. One of the ARRA grants was awarded through the San Diego Workforce Partnership to expand classroom training capacity in the College's current Applied Biotechnology Program. The project's aim is to prepare up to 100 qualified displaced or under-employed workers for entry-level positions or advancement opportunities in San Diego's life sciences industry. The second grant was awarded through the State Chancellor's Office, in response to the shortage of qualified medical laboratory technicians to develop a novel Medical Laboratory Technician Training (MLTT) Program and to graduate job-ready MLTs by the end of the Spring 2011 semester. After developing the MLTT program curriculum and courses, the first MLTT courses were offered in spring 2010. As a result, the College now has a proposed associate of science degree, a certificate of achievement, and a certificate of performance in MLTT, pending state approval.

Student support services are available to all enrolled students. Students with special needs receive above and beyond services and support.

Once enrolled, incoming students receive new student orientation and academic counseling. Together with existing students, they receive counseling in exploring majors and careers, developing educational plans, selecting courses, and preparing for transfer as appropriate from the Counseling and Transfer Offices. All students have access to face-to-face individual or online tutoring through the Personal Learning Assistance Center (PLACe), to the library, and to the open computer lab at the Independent Learning Center (ILC). Health services are available to all College students and financial aid is available to all students following federal and state guidelines.

Special needs students that include low-income, first-generation college-educated, single-parent, and physically and emotionally or learning-challenged individuals are supported by several programs and offices. These programs include Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Working Opportunities and Responsibility to Kids CalWORKS, Temporary Assistance to Needy Families (TANF), Board Financial Assistance Program-Student Financial Aid Administration (BFAP-SFAA), the Disability Support Programs and Services (DSPS), and child care services through the Child Development Center. Lastly, the College provides special assistance to military veterans and their dependents with the application for their educational benefits through the Office of Veterans Affairs and Services. In 2009, 926 veterans received benefits through the Office of Veterans Affairs. In addition, a new pilot program called "Vets to Jets" supported and assisted the unique needs and issues of current and prospective veterans and their spouses to successfully attain their educational goals (SSVC-m090520, Doc. I.A.10).

The College encourages and supports regular events, activities, and cultural programs that recognize and build on the rich diverse backgrounds of the College's own and surrounding communities. Instrumental in increasing global awareness, celebrating diversity, and fostering inclusiveness in the College's campus community are the events and activities of the Diversity/International Education Committee and several student clubs such as the Asian American Student Association, Black Student Union, Filipino American Student Association (FASA), Food and Culture Club, Miramar CalWorks CARE Imagine Club, and Student Military Veteran Association (Doc. I.A.11).

In summary, the College's student learning programs and services indeed align with its purposes, character, and student population and are reflective of the College's actual aims and values in the context of its Mission Statement.

Planning Agenda

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The revised San Diego Miramar College Mission Statement, approved by the College Executive Committee (CEC) on March 8, 2008 (CEC minutes March 25, 2008, Doc. I.A.12), was reviewed and approved by the San Diego Community College District Board of Trustees on May 8, 2008 (Governing Board meeting minutes May 8th, 2008, Doc. I.A.13). Approval of the revised Mission Statement by CEC was disseminated via e-mail to the campus distribution list (DL) on March 28, 2008 (Doc. I.A.14) and the April 2008 edition of the electronic of San Diego Miramar College eNews publication (Doc. I.A.15). The College President announced the Mission Statement's approval by District Board of Trustees via e-mail to the campus DL (Doc. I.A.16), and the approval was published in the May 2008 edition of the College's eNews (Doc. I.A.17). The revision of the Mission Statement was cited in the 2007-2008 San Diego Miramar College Accomplishments publication during spring 2008 (Doc. I.A.18).

The Mission Statement appears in both the printed and electronic publications of the college catalog and class schedules. It is also displayed on all pages of the College website: Home, President, Prospective Students, Current Students, and Faculty & Staff web pages (Doc. I.A.19). The statement is prominently included in the Welcome Back program of the opening day of every semester (Doc. I.A.20).

In spring 2009, campus-wide reexamination of the Mission, Vision, Values, and Goals Statements led to a reaffirmation of the Mission Statement and a modification to the Values Statement that were approved by the CEC (CEC meeting agenda & minutes 3/17/09, Doc. I.A.21) and published included in its minutes posted on the College's web page (http://www.sdmiramar.edu/cmte/cmteTemplate.asp?cmte=CEXC, Doc. I.A.22). In this reexamination process, CEC had a discussion to review the College's mission biannually instead of annually. The next review of the Mission Statement will be in spring 2011.

Self Evaluation

The Spring 2009 Employee Perception Survey and Student Satisfaction Survey assessed employee and student familiarity with the College's Mission Statement. Results showed that employees and students have different perspectives. Among responding employees, 79% agreed or strongly agreed that they are familiar with the Mission Statement. Among responding students, a different student perspective emerged; only 38% responded that they agree or strongly agree that they are familiar with the Mission Statement. The survey also showed that 60% of responding students agreed or strongly agreed that they knew where to find college policies that affect them as students. As a result, the College posted its Mission Statement in every classroom, and a pocket-sized Mission Statement was distributed campus wide during the Spring 2010 semester.

These findings show that revisions to the Mission Statement that are adopted by the campus, in accordance with the College's governance structure, are forwarded and approved by the District Board of Trustees in keeping with the district governance structure and are published.

Planning Agenda

None

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Regular review of the Mission Statement, Values, and Vision is conducted by campus constituents, and statements are either reaffirmed or revised. In 2006, campus constituents and the Academic Affairs Committee reaffirmed the College Mission Statement and Goals (Minutes of Academic Affairs Committee Sept. 21, 2006, Doc. I.A.23). Revision of the Mission Statement took place in 2008, in accordance with the accreditation standards. Input from faculty, classified staff, students, and administration members was sought by their respective leaders (Minutes Classified Senate meeting of Feb 20th, 2008, Doc. I.A.24). Proposed changes were forwarded to the CEC (Doc. I.A.12), and a revised Mission Statement emphasizing the College's focus on student learning and on the College's value of diversity was approved and forwarded to the District Board of Trustees (CEC meeting notes 4/15/08, Doc. I.A.25 & CEC meeting minutes 4/29/08, Doc. I.A.26) and disseminated (Agenda for Special Senate meeting 4/29/08 informing of CEC approval of revision, Doc. I.A.27).

The revised mission, stating that *"Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity,"* was approved by the Board of Trustees on May 8, 2008 (Doc. I.A.13).

In late 2008 and early 2009, reexamination of the Mission, Values, and Goals Statements was again initiated by campus constituency leaders (Academic Senate agenda & minutes 12/2/08, Classified Senate minutes 12/17/08, Academic Senate agenda 02/03/09, Classified Senate meeting agenda 02/04/09, CEC minutes 02/10/09, Docs. I.A. 28-32). Proposed modifications to the Values Statement regarding inclusion of success of basic skills students, personal growth and career development, sustainability practices, and innovation, as well as to the length of the Mission Statement revision cycle were forwarded and discussed at the CEC (CEC minutes 02/10/09, Doc. I.A.33). While no modification to the Mission Statement was adopted, the CEC approved a revised Values Statement and a biannual revision of the Mission Statement (CEC meeting minutes of 3/17/09, Doc. I.A.34).

The current Values Statement includes the underlined modifications.

Values

We at San Diego Miramar College value . . .

- Student access, learning and success *for students from basic skills through college level.*
- *The preparation of students for degrees, jobs, careers and transfer, as well as personal growth and career advancement.*
- The ability to recognize and respond to opportunities
- A collegiate college community with mutual respect, courtesy and appreciation
- Accomplishments of individuals, groups and the college as a whole
- Diversity of our students, staff, faculty and programs
- Creativity and excellence in teaching, learning and service
- Collaboration and partnerships
- Shared governance and communication
- *Sustainable practices in construction, curriculum and campus culture*
- *Quality, flexibility, and innovation*

Self Evaluation

San Diego Miramar College constituency groups regularly examine the Mission, Values, and Vision Statements. Suggestions are solicited, reviewed, discussed, incorporated, approved by CEC, and openly and widely communicated to the general public through print and electronic publication as well as to the campus community by e-mail.

The revision to the Mission Statement reflects an emphasis on student success and student learning supported by teaching. The revised Mission Statement also places diversity as an integral part of the successful learning and teaching experiences.

The modification to the Values Statement reflects commitment to success of all students and flexibility to respond to student needs and current global issues.

Planning Agenda

None

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The college governance procedures integrate the Mission Statement with decision making, in keeping with the guiding principle in the College Governance Handbook (Doc. I.A.35), which states that:

"The governance structure is designed to implement the Miramar College mission and goals. Thus the campus goals will be the focus for all decision making."

Since the last accreditation visit in 2004, and in keeping with the recommendations of the visiting team, the College established an Institutional Effectiveness (IE) Task Force that subsequently turned into a campus participatory-governance IE Committee in 2008. Since its inception in 2006, the IE Task Force/Committee and its related working groups developed the institutional effectiveness process with the college vision and mission at the core of all discussions at retreats and meetings. At the IE Task Force retreat in October 2007, participants from all campus constituencies were engaged in establishing guidelines for decision making of participatory-governance committees primarily based on the college mission and other criteria (Institutional Effectiveness retreat Notes INEF-m071012, Doc. I.A.36). An IE working group, assembled to recommend a college-wide master plan (CWMP), presented a proposed plan and its alignment with the institutional vision and mission at the subsequent IE retreat (INEF-m071207, Doc. I.A.37). At the retreat in February 2008, the IE Task Force discussed the review of the College's Mission Statement every two years instead of annually to better integrate it into the proposed CWMP (INEF-m080229, Doc. I.A.38).

At the IE Committee meeting in October 2008, participants established ranked college-wide priorities for 2009-2010 based on the College's Mission Statement; Values, Vision, and Goals; department/division goals and objectives; Strategic Priorities listed in San Diego Miramar College Strategic Plan 2007-2013; and SDCCD Annual Goals (INEF-m081010, Doc. I.A.39).

Self Evaluation

The college mission, values, and vision are at the core of the integrated planning and decision-making and review processes at San Diego Miramar College.

Planning Agenda

None

SUPPORTING DOCUMENTATION FOR STANDARD I.A.

Doc. I.A.1	District Website (http://www.sdccd.edu/public/district/mission.shtml)
Doc. I.A.2	San Diego Miramar College Catalog (http://www.sdccd.edu/catalogs/miramar/cat_miramar/cat_miramar.pdf)
Doc. I.A.3	2009 Miramar Fact Book p.9,10 (http://research.sdccd.edu/pages/152.asp)
Doc. I.A.4	CSU General Education Course List by Area (same as Doc. IIA14)
Doc. I.A.5	IGETC General Education Course Lists by Area (same as Doc. IIA15)
Doc. I.A.6	http://www.sdmiramar.edu/cmte/BSIT/index.asp?q=BSIT
Doc. I.A.7	www.curricunet.com
Doc. I.A.8	College-Wide Master Plan Annual Update Process
Doc. I.A.9	Miramar College Employee Perception Survey
Doc. I.A.10	SSVC-m090520
Doc. I.A.11	http://www.sdmiramar.edu/root/stu_svcs/stu_affairs/student_clubs.asp
Doc. I.A.12	CEC minutes March 25, 2008
Doc. I.A.13	Governing Board meeting minutes May 8th, 2008
Doc. I.A.14	Email communication from Suzan Schwarz on 3/28/08 to Miramar DL of CEC approval
Doc. I.A.15	Link and Copy of April 2008 eNews publication
Doc. I.A.16	President Hsieh's email to Miramar DL announcing the revision (5/10/08)
Doc. I.A.17	http://www.sdmiramar.edu/news_comm/enews/documents/0805/ENews.pdf
Doc. I.A.18	http://www.sdmiramar.edu/news_comm/enews/documents/0809/2007-2008%20Accomplishments.pdf
Doc. I.A.19	http://www.sdmiramar.edu/
Doc. I.A.20	Opening day Welcome back programs: Fall 08, Spring 09, Fall 09, and Spring 10
Doc. I.A.21	CEC meeting agenda & minutes 3/17/09
Doc. I.A.22	http://www.sdmiramar.edu/cmte/cmteTemplate.asp?cmte=CEXC
Doc. I.A.23	Minutes of Academic Affairs Committee Sept. 21, 2006
Doc. I.A.24	Minutes Classified Senate meeting of Feb 20th, 2008
Doc. I.A.25	CEC meeting notes 4/15/08
Doc. I.A.26	CEC meeting minutes 4/29/08
Doc. I.A.27	Agenda for Special Senate meeting 4/29/08 informing of CEC approval of revision
Doc. I.A.28	Academic Senate agenda & minutes 12/2/08
Doc. I.A.29	Classified Senate minutes 12/17/08
Doc. I.A.30	Academic Senate agenda 02/03/09

Doc. I.A.31 Classified Senate meeting agenda 02/04/09

Doc. I.A.32 CEC minutes 02/10/09

Doc. I.A.33 CEC meeting agenda & minutes of 3/10/09

Doc. I.A.34 CEC meeting minutes of 3/17/09

Doc. I.A.35 San Diego Miramar College Governance Handbook. Updated May 2009. http://www.sdmiramar.edu/cmte/documents/Miramar_College_Governance_Handbook_5.08B.doc

Doc. I.A.36 Institutional Effectiveness retreat Notes INEF-m071012

Doc. I.A.37 INEF-m071207

Doc. I.A.38 INEF-m080229

Doc. I.A.39 INEF-m081010

STANDARD ONE

INSTITUTIONAL MISSION AND ASSESSMENT OF EFFECTIVENESS

Standard Coordinator: Lou Ascione,
Dean of Arts and Humanities

STANDARD 1B: IMPROVING INSTITUTIONAL EFFECTIVENESS

Co-Chairs:
Paulette Hopkins, Administrator
Namphol Sinkaset, Faculty
Johanna Bodnar, Classified

Members:
Brett Bell, Administrator
Peter Fong, Administrator
Parvine Ghaffari, Faculty
Mike Charles, Faculty
Daphne Figueroa, Faculty
Linda Lee, Faculty
Amy Fraher, Faculty
Buran Haidar, Faculty
Michael Lopez, Faculty
Mary Hart, Faculty
Trine Jobe, Classified

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The continuous improvement of student learning is of the utmost importance to all employees of San Diego Miramar College, and this desire for continuous improvement has been integrated into institutional processes developed by the Institutional Effectiveness (IE) Committee. The overall process used for ongoing, collegial, self-reflective dialogue is illustrated in the San Diego Miramar College Planning Cycle diagram (Doc. I.B.1).

Discussions about improving student learning originate at the program/department level through the student learning outcomes assessment cycle (SLOAC). Individual faculty members are responsible for writing, assessing, and reevaluating course student learning outcomes (SLOs). The forum for discussing not only course SLOs, but program SLOs is the program/department meeting. A typical program or department will hold at least one meeting a month, an example being the biology program (Biology Program Meeting Schedule, Spring 2010, Doc. I.B.2). At program/department meetings, in addition to SLOs, faculty members and staff discuss equipment needs, department committee representation/reports, program review, class scheduling, etc. (Biology Department Meeting Agenda, September 10, 2009, Doc. I.B.3). All of these discussions are tied to serving students and improving student learning either directly or indirectly.

The key document produced by a program/department is its program review; all planning decisions are based on what a program/department presents in this document (Chemistry Program Review,

2009, Doc. I.B.4). All program reviews are available on the campus intranet. The program review process allows the respective departments to discuss the assessments of the student learning outcomes and make adjustments for their improvement annually. Evidence-based program/department needs required to improve student learning are also identified in the annual program reviews, and these are used at the campus level as a basis for Requests for Funding (RFF) (Request for Funding Form, Doc. I.B.5) and prioritized lists for the addition of new faculty and staff; essentially, if a request for any kind of resource is not present in the program review with proper justifications, that request will be denied.

Discussions at the department level have led to improvement in student learning in a variety of ways. Some departments have courses which have assessed and evaluated student learning outcomes over more than one cycle. Based on the data collected, they implemented new strategies to improve student learning in that course/program. These new strategies have led to measurable improvement in students achieving the identified learning outcome. For example, SLO assessment of the multi-section General Biology course has been in place since spring 2007. After examining the data, early faculty discussions highlighted the importance of uniform coverage of topics among all sections that led to a marked improvement in student learning and student participation summarized in the course SLOAC Report Fall 09, available on the campus intranet (Biol 107 SLOAC Report, Fall 09, Doc. I.B.6).

The three campus divisions, Instruction, Student Services, and Administrative Services, complete program reviews annually. During the 2010-11 planning cycle, the vice presidents of each division use the program review information to identify divisional goals and objectives based on the College's mission and strategic plan. The three vice presidents then meet to identify and rank college-wide goals and objectives. These ranked college-wide goals and objectives are summarized into college-wide priorities which are then sent to the IE Steering Committee and the President's Cabinet. The steering committee presents the recommended list of college-wide priorities, resulting from the college-wide goals and objectives presented by the vice presidents, to the entire IE Committee. As the central participatory-governance committee with broad campus representation, the IE Committee is charged with the responsibility of ranking the recommended priorities. The resulting ranked prioritized list is sent to all four campus constituency groups for approval and the College Executive Committee (CEC) for final approval. Once approved, this ranked list of priorities is used as a basis for all campus decisions (described in section I.B.3, below).

In addition to serving as the campus-wide forum for determining the College's annual priorities, the IE Committee coordinates the updating and implementation of the College-Wide Master Plan (CWMP) (Timeline for Updating the College-Wide Master Plan, Doc. I.B.7). As the needs of the College change, as reflected in program reviews, the CWMP is adjusted accordingly by the processes set up by this committee. Any changes made to the CWMP timeline are approved by each constituency group according to the campus participatory-governance process. Being a closed-loop process, any improvements/enhancements can be implemented in the following year's cycle. Therefore, continuous assessment and evaluation is built in to the process, and since committee meetings are open to the entire College, anyone can attend and engage in dialogue to improve the process.

Self Evaluation

The college-wide master planning process has been in development since 1994, but it was not until spring 2008 that the current structure was in place. Incorporating SLOs and program review results in the college-wide master planning process is also relatively new, and as such, many courses, programs, and services are just beginning to quantitatively assess SLOs. As more SLOs are assessed, a more accurate picture of student learning will emerge, and faculty and staff will be able to dialogue about improving instruction, services, and processes from a data-based perspective. As described above, the current college-wide master planning process has been in place for two years, and as the College implements this planning process, it has been assessed and refined continuously.

Crafting and refining the college-wide master planning process has required input from every constituency group on campus. Results printed in the *Miramar College Employee Perception Survey – Spring 2009* indicate that members of the campus community believe that the College is dedicated to improving institutional effectiveness. When asked if improving institutional effectiveness is valued throughout the College, 72% of the respondents either agreed or strongly agreed. Additionally, when asked if the College facilitates an ongoing dialogue about improving student learning and institutional processes, 73% of the respondents either agreed or strongly agreed.

The College strives to be student-centered in every aspect of its operation, and the focus on student learning and services has been consciously built in to the program review and college-wide master planning processes. Results from the Employee Perception Survey indicate that the College has been successful in keeping this student-centered mentality. When asked if program review is integrated into the college planning process, 72% of the respondents either agreed or strongly agreed. When asked if student learning is considered in institutional planning, 68% of the respondents either agreed or strongly agreed.

The continuous improvement of student learning and institutional processes will be achieved through ongoing, collegial, self-reflective dialogue through course, program, and institutional SLOs, program review, and the college-wide master planning process. Goals 1 and 6 of the San Diego Miramar College Six-Year Strategic Plan for 2007-2013 (Doc. I.B.8) illustrate the College's commitment to improving student learning and institutional processes.

Goal 1:

Focus college efforts on student learning and student success.

Goal 6:

Improve and strengthen San Diego Miramar College's internal processes to include Program review, master planning, strategic planning and budget development.

This commitment is also reflected as the top college-wide priority for 2009-2010: (1) Fully develop, implement and link college-wide planning, program review and student learning outcome processes (2009/2010 Ranked College-Wide Priorities, Doc. I.B.9).

Planning Agenda

None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The annual college-wide goals and objectives are developed based on the College's mission, strategic plan, data from program reviews and student learning outcomes, and environmental scan information. The College's Mission Statement is reviewed biannually. The Six-Year Strategic Plan (Doc. I.B.8) was revised in August 2007 and includes six strategic goals that tie directly to the College's Mission Statement. The current strategic goals have evolved from those identified from a campus plan composed in 2001. The College's strategic goals have been incorporated into the development of the San Diego Community College District 2009-2012 Strategic Plan. Each of the College's strategic goal includes several strategies for implementation, a timeline for implementation, assigned orchestrators, and an implementation team. Implementation steps are outlined as well. The document is reviewed and updated regularly by the orchestrators and teams for each strategy. Many of the assigned teams are campus participatory-governance committees, such as the Academic Affairs Committee, and a variety of faculty, classified staff, and administrators (and students, when appropriate) are included as orchestrators and on the teams, as well (San Diego Miramar College Six-Year Strategic Plan FY 2007-2013, Doc. I.B.8).

The program review process occurs annually for Instruction, Student Services, and Administrative Services. The three divisions have distinct documentation (Program Review Documentation for Instructional, Student Services, and Administrative Services, Doc. I.B.10-12) for their processes, but the overall process comes together at the campus level through the setting of annual college-wide priorities by the IE Committee, a campus participatory-governance committee with broad constituent representation as described in the College Governance Handbook (Doc. I.B.13). During the last cycle, this committee ranked these annual college-wide priorities based on their relation to the College's mission and strategic goals.

To use Instruction as an example, the program review process begins at the departmental level, where the department chair and/or a lead program faculty member is responsible for working with other members of the department to complete the annual program review. The program review document is reviewed and approved by the department chair, who then submits the document to the school dean for review and approval.

The school dean uses all of the program review documents for the school to draft school goals and objectives, which are reviewed by faculty and staff in that particular school and then discussed, refined, and prioritized at a school meeting.

Each school dean submits their list of prioritized goals and objectives to the vice president of Instruction (VPI), who then prepares a list of goals for the Instructional Division. This list of instructional division goals and objectives is presented to the Academic Affairs Committee (Doc. I.B.14) for discussion, refinement, and prioritization.

The prioritized instructional division goals and objectives, along with lists developed through a similar process for the Student Services Division and the Administrative Services Division, are discussed. The three vice presidents then identify and rank college-wide goals and objectives. These ranked college-wide goals and objectives are summarized into college-wide priorities which are then sent to the IE Steering Committee and the President's Cabinet. The steering committee presents the recommended list of college-wide priorities, resulting from the college-wide goals and objectives presented by the vice presidents, to the entire IE Committee for discussion, refinement, and ranking. Finally, the ranked priority list is put forward to all of the campus constituencies for review. The final document is taken to the CEC, whose membership is described in its CGC Handbook page (Doc. I.B.15), for final approval and dissemination to the campus community.

The ranked college-wide priorities are used by all campus participatory-governance groups as the criteria for recommendations regarding resource allocation for that particular year. The timeline for development of the ranked college-wide priorities is included in the Timeline for Updating the College-Wide Master Plan (Doc. I.B.7).

The research that is included in the annual research agenda supports and measures progress in the college strategic goals, major activities, and initiatives that serve the broader functions on campus (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills, and SLOAC). The research agenda typically includes recurring research requests that have clearly-defined indicators and metrics attached to them (e.g., success indicators and successful course completion rates, transfer rates, and number of awards conferred).

On an annual basis, the Research Subcommittee reviews the College's mission, goals, strategies, plans, and initiatives to determine the research needs related to these areas. The subcommittee also solicits input from other college-wide planning committees on research needs. These needs are listed with associated information on the annual research agenda. Research items listed on the annual research agenda are then prioritized using the following criteria:

1. Relevance to the College's mission statement and strategic goals
2. Applicability to federal or state mandates
3. Applicability to college or program external accreditation
4. Applicability to college initiatives
5. Utility in program improvement and decision-making processes
6. Scope of applicability to campus programs and services
7. Alignment with annual college-wide priorities as defined in the College-Wide Master Plan
8. Estimated time and financial cost to complete

Data gathered by the Research Subcommittee is reported to the IE Committee and used to inform campus groups about their performance, leading to measurable progress towards the College's mission, plans, goals, and priorities.

Self Evaluation

The development of the college-wide goals and objectives through the strategic planning process and the program review process, which are parts of the campus-wide master planning process (Doc. I.B.1 and I.B.7), has been a very collaborative effort that has taken several years to refine to its current form. While every effort has been made to communicate timelines and provide appropriate documents and information to all campus constituents, involvement in the process could be increased.

Forty-four college-wide goals and objectives were identified for the 2008-2009 academic year (College-Wide Goals and Objectives for 2008-2009, Doc. I.B.16). Each division (Instruction, Administrative Services, Student Services) prepared a report in which they detailed activities undertaken to address each of the goals. A Year-End Report was created by each division and placed in the College-Wide Master Plan in June 2010.

Additionally, evaluation of the entire process has only recently been initiated and should be further refined so that there is an ongoing cycle of "plan, do, act, check." Recent discussions in the IE Committee have centered on an institutional assessment plan and how the 2009-2010 Ranked College-Wide Priorities have been used throughout the campus (IE Committee Meeting Minutes, February 5, 2010, Doc. I.B.17).

Finally, widely-disseminated criteria for identifying goals and objectives at the department, school, and division levels need to be formulated and implemented to remove any doubt that decisions are being made in an ad hoc manner.

Planning Agenda

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

As described in section I.B.1 above, the College conducts a self-reflective dialogue and has developed and embraced a cyclical planning process which includes assessment of goals and guidance for institutional decisions. This planning process culminates in an annual update of the College-Wide Master Plan which sets the direction of the College and serves as a basis for departmental and program analysis and planning. The IE Committee coordinates an annual update of the College-Wide Master Plan as described in the San Diego Miramar College Planning Cycle (Doc. I.B.1).

As indicated above, in the "Assessment Stage" of the San Diego Miramar College Planning Cycle, program review and SLOAC data and an external environmental scan (Doc. I.B.18) are used as inputs into the planning process. Initially, data was difficult to gather, but the District Institutional Research and Planning (IRP) Office has taken steps to assist the College in its data collection efforts. These data are used by individual programs as they complete their program reviews (Doc. I.B.4).

After assessing data and completing program reviews, resource needs are identified for the next academic year. As shown above "Prioritize" during the "Prioritization Stage" of the San Diego Miramar College Planning Cycle, division and college goals and objectives, college-wide priorities, and faculty and staff hiring plans are formulated for the next academic year.

After the "Prioritization Stage," "Planning" for the next academic year takes place with the submission of discretionary budgets, allocation of full-time equivalent faculty (FTEF), and submission of reassigned time to Business Services. When a tentative budget is circulated, the College adjusts its resource allocations across campus accordingly.

Under the "Implementation Stage" of the San Diego Miramar College Planning Cycle, college-wide priorities developed in the previous year's cycle are continuously applied to resource allocation, decisions, and recommendations throughout the year. Committees like the Budget and Resource Development Subcommittee (BRDS) and the Faculty Hiring Committee and classified staff use these ranked priorities to guide their decision making. For example, during its consideration of requests for funding, submitted with support from the appropriate program review, the BRDS aligns all requests with the annual college-wide priorities. A list of all requests and the criteria to be used for assigning which requests receive relative higher priority are posted on the campus intranet (RFF Summary Spring 090416, Doc. I.B.19).

The cycle ends at the "Review Stage" in which the College reviews and updates the Strategic Plan and Mission Statement according to an agreed upon schedule. Finally, a research agenda is approved which will guide the Research Subcommittee's work in the following year.

Self Evaluation

Perhaps the biggest hurdle to implementing a cyclical planning structure was the consistent integration of institutional data due to the College's lack of a dedicated researcher. After significant district-wide dialog, the Chancellor's Cabinet adopted an operational model which incorporates a full-time researcher at each college and Continuing Education after the last accreditation visit. The intent was to expand district and campus research capabilities and extend research functions beyond the District's central research office to become an integral part of the decision-making processes at each college and Continuing Education. In this model, a campus-based researcher (CBR) reports to the district Institutional Research and Planning (IRP) Director, but after a one-year training period at the district IRP Office, the CBR spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the campus. The CBR remains an integral part of the broader district-wide research community. In this manner, projects that emerge from the campus and have relevance to one or more of the other colleges would transition from campus-specific to district-wide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

To foster a culture of evidence, the District approved the creation and funding of a full-time CBR position that would work under the district IRP Director, but be based at San Diego Miramar College. Two searches to fill this position took place during the 2006-2007 academic year, but were

unsuccessful due to the limited number of qualified applicants. Plans to renew the search during the 2007-08 academic year were derailed by the California state budget crisis. During that time, a hiring freeze went into effect and the position remains frozen.

The College has made progress towards achieving its goal to foster a "culture of evidence." For instance in 2008, the College established a Research Subcommittee which developed two distinct processes of assembling and accessing data. First, a research agenda was developed based on the campus strategic plan and is currently in the process of being implemented, producing recurring annual research reports:

1. Student Satisfaction Survey (Doc. I.B.20)
2. Employee Perception Survey (Doc. I.B.21)
3. College Fact Book (Doc. I.B.22)
4. Basic Skills Report (Doc. I.B.23)
5. High School Pipeline Report (Doc. I.B.24)
6. Student Equity Report (Doc. I.B.25)
7. SLO assessment technical data (Doc. I.B.26)

Second, an "Ad Hoc" research request process was developed and is in the process of being implemented to address non-recurring and short-term research requests. "Ad Hoc" research requests go to the District-wide Research Committee via the campus research liaison for criteria-based prioritization and are subsequently forwarded to the district Office of IRP to fulfill the requests (Miramar College Research Infrastructure Description, Doc. I.B.27).

Today, the College continues to improve its research infrastructure despite the scarce resources of these challenging times. For instance, the College recently negotiated a two days per week assignment of a district research analyst to campus to support the college's research needs. It is anticipated that having an interim CBR will help promote a culture of evidence by fulfilling research requests with timely information that will help improve student learning outcomes.

The District-wide Research Committee was reconstituted in 2006, and it coordinates data gathering and dissemination to the three colleges and Continuing Education for the purposes of program review and other data-driven processes. The committee is chaired by the district director of Institutional Research, with representation from the three colleges and Continuing Education, the vice chancellor of Instructional Services and Planning, special grant initiatives, and research analysts. This committee serves as a forum for discussion of best practices for program innovation and evaluation as well as identification of future research and data collection issues.

San Diego Miramar College has steadily increased its participation in the District-wide Research Committee. When the campus Research Subcommittee was formed during the 2008-09 academic year, the College formalized its representation on the District-wide Research Committee. The Research Subcommittee chair, the research liaison, the interim CBR, a faculty member, and classified staff represent San Diego Miramar College at the District-wide Research Committee and ensure the College's needs are met.

District-wide Research Committee representatives have discussed how the individual college's annual research agendas are aligned with the District's research agenda in order to ease the

workload of the research analysts and CBRs by minimizing redundant research requests. If this can be achieved, then the district IRP office can prepare one comprehensive research report that addresses the needs of all three colleges and Continuing Education.

Planning Agenda

None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Multiple mechanisms are in place to ensure broad campus involvement in the planning process. At the most fundamental level, everyone must participate in program review, SLOs, and the budget development process. Additionally, all full-time faculty members are contract-bound to serve on at least one campus/district committee. Beyond these requirements, participation in the planning process through regularly-scheduled meetings is optional, but highly encouraged.

As mentioned in I.B.2. above, the campus-wide master planning process incorporates a number of other planning processes that have broad-based participation from faculty, classified staff, students, and administrators. The major planning processes (strategic planning, program review, and campus-wide master planning) are divided among the three college divisions and are created by participatory-governance groups on campus. Furthermore, the college-wide goals and objectives are developed collaboratively, through the program review process, are reviewed at many levels by campus participatory-governance groups, and ultimately drive the resource allocations recommended by these groups.

The following example illustrates how resources have been shifted to meet a need. During the Spring 2009 semester, funds were needed to repair an infrared spectrometer. This instrument is heavily used in the organic chemistry laboratory courses, and failure to repair the spectrometer would have resulted in the cancellation of four experiments, deeply impacting student learning. Recognizing the importance of this repair, the BRDS reviewed an emergency request for funding and authorized the immediate expenditure of Instructional Equipments and Library Materials (IELM) funds to meet this need.

Self Evaluation

Although everyone on campus participates in the planning process, participation at higher decision-making levels such as Academic Senate and IE is limited to committee members despite the fact that campus-wide attendance at these meetings is highly encouraged. Members of the campus community are clearly aware that there are opportunities for input as seen in the results of the Miramar College Employee Perception Survey – Spring 2009. When asked if the College's planning process offers opportunities for input by appropriate constituencies, 64% of the respondents agreed or strongly agreed. Thus, the campus community knows the opportunity to participate is available, but only a limited number actually do because of schedule constraints or other commitments.

Furthermore, the budget crisis in California has impacted the College's ability to allocate adequate resources to fulfill its plans. Although the campus has not been able to fund programs and services at the desired level, the planning process has been used to strategically allocate resources to fund items with the highest priorities. For example, with the elimination of Instructional Equipment and Library Materials (IELM) funds for the 2009-10 academic year, the BRDS recommended that the current balance of IELM funds be expended on emergency requests. Emergency requests were defined as those that would correct or prevent a safety violation or prevent an immediate and/or severe interruption of instruction. This subcommittee also formalized an expedited process for emergency requests for funding that was announced to the campus by e-mail and posted on the campus intranet (ERFF form and Instructions, Doc. I.B.28).

To address monetary constraints due to California's budget crisis, the campus has applied for and received funding from alternative sources, such as the American Recovery and Reinvestment Act (ARRA, two new programs developed during 2009), Perkins Act, and various other agencies (see Current and Pending Grants and Contracts Activity for the SDCCD, Doc. I.B.29). One of the challenges of using funding from alternative sources is that there are unique criteria for expending the funds. For example, the timeline for completion of the ARRA grant proposal was very tight and the goal was very specific, so the development of the curriculum and/or program might not be consistent with the college-established planning process.

Planning Agenda

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

San Diego Miramar College relies on the SDCCD IRP Office for information related to quality assurance. The Office of IRP supports the planning and decision-making efforts throughout the District by providing data and information for managing and maintaining the quality and effectiveness of programs and services, an example being the *Miramar College Fact Book 2009* (Doc. I.B.22). The SDCCD Office of IRP also provides information that is mandated by external accrediting agencies and legislative bodies and serves as a primary source for information on institutional effectiveness at SDCCD. The link to the Office of IRP is shown below.

http://research.sdccd.edu/pages/1.asp

The sections found in the link contain documented assessment results which communicate matters of quality assurance to the appropriate constituencies at the College. A description of each section is shown below with the link to each section.

Board Reports - http://research.sdccd.edu/pages/109.asp

This section provides current and past reports that have been prepared for the SDCCD Board of Trustees. These reports include recurring requests, such as the Accountability Report for Community Colleges (ARCC), Basic Skills reports, accreditation status reports, as well as special reports related to student characteristics, performance, and outcomes.

Student Profiles - http://research.sdccd.edu/pages/112.asp

This section provides information on students enrolled in the SDCCD including demographic data and enrollment trends. The information is used for tracking shifts within the student population that may signal changes in program offerings, course scheduling, marketing and recruitment efforts, or facilities planning.

Enrollment/FTES - http://research.sdccd.edu/pages/111.asp

This section contains information on the State 320 reports that are submitted to the State Chancellor's Office for apportionment funding, as well as internal reports on FTES (full-time equivalent students), WSCH (weekly student contact hours), FTEF (full-time equivalent faculty), and course section demand (waitlist information). These reports are used to manage enrollment and student demand and to track the efficiency and productivity of the colleges and the District.

Program Data - http://research.sdccd.edu/pages/114.asp

This section contains information and research reports on instructional and non-instructional programs. The reports in this section are used for college-level program review, program or institutional-level student learning outcomes and assessment, learning community evaluations, as well as special or grant funded program evaluations.

Research Reports - http://research.sdccd.edu/pages/110.asp

This section contains a variety of research reports that have been conducted in response to the diverse needs and interests of the three college and district communities. The reports have a particular investigative focus or emphasis (e.g. Basic Skills students, TRIO Grant Program, or incoming freshman/high school feeder students) and provide critical information for planning and building programs and services in response to community demand and student needs.

Student Outcomes - http://research.sdccd.edu/pages/113.asp

This section contains information on student performance. These reports include information on many of the standard indicators of student success including: successful course completion rates, retention rates, persistence rates, average term GPA, number of transfers to four-year institutions, and the number of degrees and certificates earned annually. The information in these reports is used to inform planning and development decisions about student support services and curriculum or program planning.

Accreditation - http://research.sdccd.edu/pages/115.asp

This section contains the Status Report – March 2009 Accreditation Update and the complete IRP Reports for each of the accreditation standards. The section also contains the Employees Point of Service Surveys and the documentation of San Diego Miramar College's last accreditation.

The College also compiles and houses assessment information. An example of that information is the External Focus – Environmental Scan conducted in the 2008 academic year.

External Focus – Environmental Scan

http://www.sdmiramar.edu/GlobalDocs//Documents/Miramar%20College%20Documents/College%20Wide%20Master%20Plan/05-External%20Focus/05.01%20External%20Focus%20-%20Environmental%20Scan.doc

Presently, the College has developed a very inclusive and effective web site, providing students, faculty, and the community with easy access to the most current catalog, class schedules, general campus information, special events, programs, and participatory-governance committee agendas and minutes.

In addition, a number of the College's programs are formally assessed and certified by external agencies. The results of these accreditations are made available to the public by the agencies involved and, when requested, by the College. Three examples of college programs assessed and certified by external agencies are shown below with their respective links.

San Diego Regional Public Safety Training Institute

http://www.sdmiramar.edu/instruction/pola/

Aviation Operations Program

http://www.sdmiramar.edu/instruction/AVIA/default.asp

Aviation Maintenance Technology Program

http://www.sdmiramar.edu/instruction/avim/default.asp

Paralegal Program

http://www.sdmiramar.edu/instruction/LEGL/

Consistent with federal guidelines, crime statistics are published and made available to students and the general public through the link below.

http://police.sdccd.edu/crimestats.htm

Data is also published in the San Diego Miramar College Catalog on page 40 using the Student Right-to-Know definition provided by the U. S. Department of Education.

http://www.sdccd.edu/catalogs/miramar/cat_miramar/cat_sec1.pdf

Reports about the quality of the College's programs and services are regularly presented by college representatives in the District and throughout the community as well as at professional conferences. For example, each year San Diego Miramar College prepares an annual report on college projects, initiatives, and documented successes to be shared with the local community (San Diego Miramar College 2008-2009 Annual Report, Doc. I.B.30). Additionally, at the annual site visit at San Diego Miramar College by the Board of Trustees, documented achievements and accomplishments of various college departments are shared with the community at large (Board of Trustees Meeting Agenda, March 25, 2010 and Board Report, March 26, 2010, Doc. I.B.31-32). As a public institution, San Diego Miramar College publishes its financial statements, and its budget is reviewed in open session by the SDCCD Board of Trustees (Doc. I.B.33). All board meetings are subject to open disclosure laws, and proceedings are published and available for public review. The San Diego Miramar College web site shown below also provides public access to information about the College.

http://www.sdmiramar.edu/

All internal data and analysis is stored on the campus intranet and is accessible to any college employee assigned a SDCCD computer.

Self Evaluation

Because the San Diego Community College District is unable to fill a dedicated staff position due to the current hiring freeze, the College is in a disadvantaged position to take full advantage of the available assessment information. To this end, in order to ensure the College will make the most of the documented assessment results to communicate matters of quality assurance to appropriate constituencies, a Research Subcommittee of the IE Committee has been formed and is charged with the following:

The Miramar College Research Subcommittee is responsible for:

1. Developing an annual research agenda based upon the college Mission Statement and the college-wide master planning needs.
2. Establishing an annual assessment cycle to determine if planning agenda goals have been met and to recommend appropriate changes.

To accomplish these tasks, the subcommittee:

1. Reviews the College's mission, goals, strategies, plans, and initiatives to determine research needs related to these areas.
2. Reviews and prioritizes research requests.
3. Provides training and assistance with the development of research needs and analysis and interpretation of research results.

In May 2009, an administrator was selected to serve as a research liaison. This administrator serves on the campus Research Subcommittee and works with the District IRP office to fulfill the College's research requirements. In short, the research liaison ensures that any data needed for program review or decision-making is gathered at the District and distributed to all the necessary campus parties. Additionally, San Diego Miramar College recruited the aid of the District IRP office to support the research needs of various Basic Skills-funded projects in May 2009. In February 2010, a district research analyst was assigned to be an interim CBR for 2-days a week at the College.

While the limited research support from the District IRP office has improved the College's ability to communicate matters of quality assurance to appropriate constituencies, the College can significantly enhance its communication in this area by having a full-time dedicated CBR.

Planning Agenda

None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

By assigning various participatory-governance groups and individuals in campus leadership positions the responsibility for updating the College-Wide Master Plan, the institution shows that it values effective planning (Doc. I.B.1 and I.B.7).

The IE committee has the major responsibility for assessing the effectiveness of campus planning, evaluation cycles, resource allocation implementation, and re-evaluation. That group has the ability to make recommendations directly to all four constituent groups and to the CEC.

In addition, the CEC, as the major campus decision-making body, has the authority to direct any and all participatory-governance groups to refine parts of the process for which they have direct responsibility.

Self Evaluation

Since the College has been through its two most recent cycles of planning during a severe state budget crisis, it has been difficult to determine the maximum positive impact the planning process might have in fostering improvement within the institution.

Many desired outcomes of the planning process have had to be put on hold due to severe budget reductions that have resulted from the nation-wide economic downturn. Maintaining a core curriculum and adequate services to students during massive cuts in state allocations for general fund and categorical budget has been an enormous challenge. However, the planning process has established the College's "planning culture" and "decision-making based on data and evidence norm." For example, the College has worked to identify a process for funding emergency items for instructional equipment and library materials (see discussion in I.B.4., above). The planning process has also worked to provide avenues to explore and obtain alternative sources of funding for program development, such as the ARRA funds, and others mentioned in I.B.4., above. In the meantime, the College continues to assess its planning process in order to determine whether the process is effective in fostering improvement.

The IE Committee agreed in its meeting on March 12, 2010 that one of the priorities of the Committee in fall 2010 is to continue to assess the College's planning process by enhancing the assessment component of the current planning process (IE Committee Meeting Minutes, 03/12/10, Doc.I.B.34).

Planning Agenda

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

San Diego Miramar College relies very heavily on student learning outcomes and student satisfaction data as it systematically reviews the effectiveness of instructional programs, student support services, and library and other learning support services. In most cases, the College participates in developing district-wide assessment instruments for collecting information, such as students' evaluation of importance and level of satisfaction with institutional programs, services, and facilities. Furthermore, the assessment of evaluation mechanisms is performed collaboratively by representatives of all three colleges within the District through the district-wide Curriculum Instructional Council, Student Services Council, and Management Services Council.

In preparation for this self study, the College administered a scannable pencil and paper student satisfaction survey in spring 2009. Student satisfaction surveys sought to capture student perceptions and opinions on institutional effectiveness and satisfaction with programs, services, instruction, and facilities. The student survey was administered to a random sample of students during their classes using a stratified random cluster sampling procedure. The sample design provided representativeness which allowed for generalizing the results to the entire population. The District IRP office referenced the previous accreditation surveys and worked with the District Accreditation Coordinating Committee to develop and finalize the student satisfaction survey. The survey contained 99 forced choice items using various Likert scales of agreement, satisfaction and importance, and three open-ended questions. Face validity and content validity in the survey instruments were examined based on the following criteria: (1) survey questions should be aligned with the accreditation standards; (2) survey questions should be directly related to the purpose of the surveys, which is to elicit perceptions and opinions of students; (3) survey questions should be perceptually-based instead of factually-based; and (4) survey questions should avoid addressing complex processes or systems that most survey participants wouldn't be able to answer or are not applicable to them. Surveys were validated (content and face validity) through the feedback from the Accreditation Coordinating Committee and college constituency groups. Reliability was established through data analysis (Cronbach Alpha test) from the pilot study.

In addition to the student satisfaction survey, the College administered point of service (POS) surveys at all Student Services offices. For this study, students were asked to complete a survey after receiving services at a particular office. Questions on the survey varied based on the office, but encompassed general areas such as student profile, service awareness, satisfaction with service, and open-ended questions.

Systems for responding to the effectiveness and relevance of the evaluation mechanisms to San Diego Miramar College students are local, however. When survey results are distributed to the campus, the information is shared with the appropriate offices and constituencies, the meaning and significance of various findings are debated, and strategies for improving services to students are identified. When the validity and completeness of assessment mechanisms are in question, feedback is provided to the originating district committee.

The campus maintains three program review bodies, one for each division (Instruction, Student Services, and Administrative Services). Each division has its own timeline and requirements for reviewing and evaluating its performance. Of the three divisions, Instruction and Student Services most directly impact student learning, while the Administrative Services Division focuses on evaluating process and service delivery.

The Program Review/SLOAC Committee in the Instruction Division has the responsibility of developing, facilitating, and refining the program review process and serving as a resource to faculty and department chairs as they complete their annual program review and SLOAC. The members in each instructional department evaluate their program(s) and report their findings of the previous year in the annual program review. Once completed, this report is submitted to the department chair for review and then forwarded to the dean for review by October 15th. The dean then submits the report to the vice president of Instruction. At the course level, individual instructors complete and submit SLOAC reports near the end of the fall and spring semesters. The information in these reports becomes the basis of the following year's annual program review. All reports are available on the campus intranet for review by anyone within the campus community.

The program review process in the Student Services Division operates differently than its instructional counterpart. Initially, the Student Services Program Review-SLO Task Force serves as a resource for departments as they complete their annual program review and SLO report. Student learning outcomes for each student service are tied to that service's goals or mission statement and are analyzed primarily through surveys. These reports are submitted to the vice president of Student Services on October 15th for evaluation. The Student Services Program Review-SLO Task Force reenters the process when the vice president of Student Services submits the reports on October 30th to the task force for comments and feedback.

The Administrative Services Program Review Task Force, made up of two administrators, three classified, three faculty, and one student, developed the annual program review process which entails the identification of key service issues for the six service areas: Business Services, Personnel/ Payroll Services, Student Accounting, Reprographics, Receiving, and Hourglass Support Services. These key issues are formatted as service questions. The responses to the questions are the evaluation/performance related to the key service.

In addition, to assist in the improvement of instruction on a more fundamental level, the Basic Skills Committee has focused its efforts in supporting the basic skills students at the College. The mission of the Basic Skills Committee is to design and implement a research–based plan for San Diego Miramar College's basic skills students to address both academic and social integration into the college community by: (1) identifying basic skills students, (2) developing follow up strategies, (3) placing basic skills students in appropriate classes, (4) instructing basic skills classes, (5) supporting classroom instruction, and (6) supporting services and programs such as student support services and library services.

An example of how the College's evaluation mechanism has resulted in an improvement to the articulation of students into a higher level of education has been the initiation of the new degree/flexible majors (Doc. I.B.35-38). A series of "flexible major" degrees have been designed to accommodate the differing requirements of a wide variety of transfer institutions and major options. These degrees were created by reviewing the major preparation requirements for about a dozen different transfer institutions in all related majors. Most of the degrees have one or more

"core" courses required by all (or almost all) transfer institutions and a list of restricted elective courses required by some transfer institutions. A student completing the degree would take the core course(s) and then select those courses from the restricted elective list that are required for the student's intended major and transfer university. This structure allows the degree to be "flexible" in accommodating the varied requirements of many different transfer institutions and major options.

Self Evaluation

The cyclic process of assessment, evaluation, and improvement has been under constant development at the College. As such, the level of implementation and integration within the different campus departments varies greatly. However, substantial progress has been made, and the individual processes are beginning to coalesce into a comprehensive evaluative mechanism for the College.

At the individual course level, although SLOs have been identified and a large number have been assessed, the evaluation and subsequent implementation of improvement strategies have lagged in some programs. With so many campus responsibilities, some faculty have found it difficult to find the time necessary to evaluate student performance as measured against the designated SLOs. However, instructional faculty members who have completed full assessment cycles have used results of their assessments to improve their courses. In the meantime, the College has developed a timeline to ensure compliance with the June 30, 2012 deadline to be at the student learning outcomes proficiency level.

At the instructional program level, lack of assessment has inhibited the improvement of whole programs. Implementation of program assessment vehicles is difficult, but should improve as the assessment cycle for individual courses becomes standard practice.

The program review process in the Student Services Division has undergone significant restructuring since the 2008-09 academic year. Therefore, conclusions about its effectiveness in its present form are premature.

The program review process for Administrative Unit Outcomes (AUO) has evolved significantly over the past three years. Several models have been reviewed and modified to fit the needs of the division. The critical review of these performance factors is used to develop the goal setting process for continuous improvement. Moving forward, the Administrative Services task force will enhance this process by identifying and monitoring Administrative Unit Outcomes (AUO). These outcomes will assist in the continuous improvement cycle for administrative services and will be directly related to San Diego Miramar College's institutional goals.

In general, programs need to address the lack of SLO assessment data by following the established timeline and making a more aggressive effort in assessing course and program SLOs. With this feedback, programs will be able to improve student learning and institutional processes in a more efficient and effective manner.

Planning Agenda

The College will continue its work to formalize the process and procedure for assessment of the effectiveness of the College's planning cycle to improving instructional programs, student support services, and library and other learning support services with the proper feed of information from program review and SLO assessment data.

SUPPORTING DOCUMENTATION FOR STANDARD I.B.

Doc. I.B.1 San Diego Miramar College Planning Cycle
Doc. I.B.2 Biology Program Meeting Schedule, Spring 2010
Doc. I.B.3 Biology Department Meeting Agenda, 09/10/09
Doc. I.B.4 Chemistry Program Review, 2009
Doc. I.B.5 Request for Funding (RFF) form
Doc. I.B.6 Biol 107 SLOAC Report, Fall 09
Doc. I.B.7 Timeline for Updating the College-Wide Master Plan
Doc. I.B.8 San Diego Miramar College Six-Year Strategic Plan FY 2007-2013
Doc. I.B.9 2009/2010 Ranked College-Wide Priorities
Doc. I.B.10 Program Review Documentation for Instructional Division
Doc. I.B.11 Program Review Documentation for Student Services Division
Doc. I.B.12 Program Review Documentation for Administrative Services Division
Doc. I.B.13 CGC Handbook Page describing IE Committee
Doc. I.B.14 CGC Handbook Page describing Academic Affairs Committee
Doc. I.B.15 CGC Handbook Page describing CEC
Doc. I.B.16 College-Wide Goals and Objectives for 2008-2009
Doc. I.B.17 IE Committee Meeting Minutes, February 5, 2010
Doc. I.B.18 Environmental Scan Document
Doc. I.B.19 RFF Summary Spring 090416
Doc. I.B.20 San Diego Miramar College Student Satisfaction Survey
Doc. I.B.21 San Diego Miramar College Employee Perception Survey
Doc. I.B.22 San Diego Miramar College College Fact Book 2009
Doc. I.B.23 Basic Skills Report
Doc. I.B.24 High School Pipeline Report
Doc. I.B.25 Student Equity Report
Doc. I.B.26 SLO assessment technical data
Doc. I.B.27 Miramar College Research Infrastructure Description
Doc. I.B.28 ERFF form and Instructions
Doc. I.B.29 Current and Pending Grants and Contracts Activity for the SDCCD
Doc. I.B.30 San Diego Miramar College 2008-2009 Annual Report
Doc. I.B.31 Board of Trustees Meeting Agenda, March 25, 2010
Doc. I.B.32 Board Report, March 26, 2010
Doc. I.B.33 Board of Trustees Meeting Agenda or Board Report w/ Miramar budget review
Doc. I.B.34 IE Committee Meeting Minutes, 03/12/10
Doc. I.B.35 Academic Senate Meeting Minutes, 11/06/07
Doc. I.B.36 Academic Senate Meeting Minutes, 12/04/07
Doc. I.B.37 Academic Senate Meeting Minutes, 03/03/08
Doc. I.B.38 Academic Senate Meeting Minutes, 09/02/08

STANDARD TWO

STUDENT LEARNING PROGRAMS AND SERVICES

Standard Coordinator: Kathy Werle,
Vice President of Instruction

STANDARD IIA: INSTRUCTIONAL PROGRAMS

Co-Chairs:
Kathy Werle, Administrator
Duane Short, Faculty
Joyce Allen, Classified

Members:
Jordan Omens, Faculty
Bob Fritsch, Faculty
Carol Murphy, Faculty
Daniel Igou, Faculty
Wayne Sherman, Faculty
Thu Nguyen, Classified
Reginald Boyd, Classified
Desiree Payne, Classified
Elizabeth Orr, Student

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The mission of San Diego Miramar College is "to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity." This mission was reaffirmed by the College Executive Committee (CEC) on March 10, 2009, and is reviewed every two years by this committee.

The College's strategic plan identifies six goals that are critical to the achievement of student learning among the College's ethnically diverse student body (2007-2013 Strategic Plan, Doc. II.A.1). These five broad goals, along with the annual ranked college-wide priorities, establish parameters and guidelines for decision-making; the strategic plan is reviewed and updated every three years by the Institutional Effectiveness (IE) Committee. The strategic plan goals are to:

1. Focus efforts on student learning
2. Deliver instruction and services in formats and at sites that best meet student needs
3. Provide a campus, programs and co-curricular activities at San Diego Miramar College that fully meet the comprehensive needs of college students
4. Initiate and strengthen beneficial partnerships with business and industry, schools and community

5. Enhance San Diego Miramar College's visibility, attractiveness and reputation for quality.
6. Improve and strengthen Miramar College's internal processes to include program review, master planning, strategic planning and budget development.

The second goal is to deliver instruction and services in formats and at sites that best meet students' needs. To achieve this goal, San Diego Miramar College offers courses on campus, off campus at Mira Mesa High School, Scripps Ranch High School, Patrick Henry High School, Naval Training Center (NTC), and Marine Corps Air Station Miramar. The College has also been building its distance education program, offering classes via the Internet or in an on-line/traditional-hybrid format. In the spring 2010 semester, the College offered 124 individual course sections through the distance education mode, representing approximately 14% of 869 total course sections offered (Tallies Miramar Sections 013010 Doc.II.A.2).

To ensure that the College's 720 credit courses and 102 degree and certificate programs (San Diego Miramar College Catalog, Doc. II.A.3; College Program Inventory Report, Doc. II.A.4) address and maintain the integrity of its mission and strategic goals, the College initiated a program review process in 2001. This process, overseen by the Program Review/SLOAC Committee, includes: definition of the program goals; identification and assessment of student learning outcomes (SLOs); assessment of program strengths, needs, and other concerns in 11 different functional areas; and a future program plan of action (Program Review/SLOAC [Student Learning Outcome Assessment Cycle] Guidebook, Doc. II.A.5). By fall 2007, all instructional programs began participating in this process regardless of location or mode of delivery. The department chair and dean are primarily responsible for collecting the relevant data and conducting the review of each program. Results of the program review are used by individual departments to: ensure currency, share teaching and learning strategies, and discuss SLOs; discuss program improvement and change; and ensure that programs maintain a high quality of instruction and the integrity of the College's mission. As part of its cycle of continuous quality improvement, the College has reviewed and refined its program review process several times since it was first initiated. Some significant revisions have included:

- Changes to the program review process timeline to align with the college-wide master planning process (2009-10 CWMP Production Timeline, Doc. II.A.6).
- Defining and specifying the College's programs as used in the program review process (PR Programs and Cycle, Doc. II.A.7).
- Integration of oversight functions for program review and SLOAC under one committee (College Governance Handbook, p. 35, Doc. II.A.8).
- Modification of forms used in the program review and SLOAC processes (Summary of Proposed Changes to PR/SLOAC, Doc. II.A.9; Program Review Annual Report Form, Doc. II.A.10; Course SLOAC Report Form, Doc. II.A.11).

The campus Curriculum Committee reviews and approves all curricula, scrutinizing for academic rigor and ensuring that the student learning objectives, topics, assignments, and texts of any given course reflect not only appropriate academic standards, but also the most current knowledge within each respective field. In addition, in accordance with state regulation and California Community College Chancellors' Office (CCCCO) guidelines, the Curriculum Committee screens each newly-proposed course to ensure it is appropriate to the College's mission, meets a need in the College's service area, meets curriculum standards, is feasible to offer given available college resources, and is in compliance with state and federal law (CCC System Office Program and Course Approval Handbook, Doc. II.A.12). To secure the academic integrity of all its instructional programs, San Diego Miramar College (as well as the other two San Diego Community College District [SDCCD] colleges) requires curricula be regularly updated and reviewed and recommends the course outline be approved every six years.

Two methods exist for developing new instructional programs at the College. First, individual departments may propose new programs through the curriculum approval process described above. Second, new programs may be recommended for development as a result of information gathered during program review or the instructional master planning process. Regardless of the method of development, all new instructional programs are developed and forwarded by faculty, then reviewed and approved by the campus Curriculum Committee (a committee of the Academic Senate) for appropriateness to mission, the SDCCD Curriculum Instructional Council, and the SDCCD Board of Governors. Newly-proposed associate degrees or certificates of achievement are then submitted to the CCCCO for approval. In addition, career and technical education programs are endorsed by the regional planning council as part of the approval process. Programs are scrutinized for fit with the proposing campus, which is also evaluated for adequacy of resources to offer the program.

The College reviews its curricula and monitors its students' success at achieving the outcomes of its programs through the annual program review and SLOAC processes. The program review process includes an annual review of the instructional program description, curriculum, and program-level SLOs (Program Review Annual Report Form, Doc. II.A.10). The SLOAC process includes measurement, assessment, analysis, and improvement strategies for SLOs (Course SLOAC Report Form, Doc. II.A.11). Instruction and services provided at off-campus sites are also subjected to the college assessment and planning cycle, in which data and other evidence are used to inform decision-making and allocation of resources. Based on analysis of SLOAC and student success data, changes are made by faculty to ensure that programs and services are of high quality.

Self Evaluation

At San Diego Miramar College all instructional programs address and meet the mission of the institution and uphold its integrity. The College ensures its courses and curricula are current through its program review and curriculum updating processes. As of June 2009, 100% of the College's instructional programs had identified program-level SLOs and had participated in at least one program review cycle. Program-level SLOs were published in the 2009-10 College Catalog (Doc. II.A.3). In addition, as of March 2010, 50% of the College's course outlines had been updated within the past six years, and an additional 28 course outlines were in the process of being revised.

San Diego Miramar College measures its overall student achievement outcomes through the completion of degrees and certificates and student transfer statistics. As defined by the district Institutional Research and Planning (IRP) Office, student achievement outcomes can also include information on student success, retention, and GPA. The following statistics are representative of the College's accomplishments in these areas:

- In the 2008-09 academic year, 909 students completed a certificate or degree program, representing about 7% (909 awards of about 13,000 general student population). While the number fluctuates annually, a general increase in AA/AS degrees and certificates has occurred. The number of conferred AA/AS degrees increased from 452 in 2007-08 to 546 in 2008-09, and certificates of 30-59 units completed increased from 123 in 2007-08 to 151 in 2008-09. The

number of awarded certificates of 29 or fewer units decreased between 2007-08 and 2008-09 (Miramar College Fact Book, 2009, Doc. II.A.13).

- The annual transfer volume for San Diego Miramar College increased 65%, from 262 in 2004-05 to 431 in 2008-09 (Doc. II.A.13).
- San Diego Miramar College annual success rates remained relatively stable from 2004-05 to 2008-09, with a five-year average of 68%. This five-year average success rate was higher than the five-year average success rate of all colleges in the District (66%). The College's annual success rates were higher, on average, compared to the annual success rates of all colleges in the District between 2004-05 and 2008-09 (Doc. II.A.13).
- The annual retention rates for San Diego Miramar College students showed a 4% increase between 2004-05 and 2008/09, with a five-year average of 75%. This five-year average retention rate was lower compared to the five-year average retention rate of all colleges in the District (81%). The College's annual retention rates were lower, on average, compared to the annual retention rates of all colleges in the District between 2004-05 and 2008-09 (Doc. II.A.13).
- The annual GPA for San Diego Miramar College students declined between 2004-05 and 2008/09, with a five-year average of 2.89. The college-wide five-year average annual GPA was higher than the five-year average annual GPA of all colleges in the District (2.73). The college annual GPAs were higher, on average, compared to the annual GPAs of all colleges in the District between 2004-05 and 2008-09 (Doc. II.A.13).

The Instructional Master Plan provides direction to the campus on new programs to be considered for development. Potential new programs are evaluated for institutional fit and availability of resources to develop and offer the program. Newly-proposed programs are subject to the same approval process as all other new and updated curriculum.

Generally, employees of the College feel that the College provides the necessary programs and services for its students. The Spring 2009 Employee Perception Survey (Doc. II.A.14), completed by 285 of 554 employees invited to participate, determined that 70% of respondents either agreed or strongly agreed that the College identifies and seeks to meet the varied educational needs of its students through diverse programs and services. Another 16% had no opinion and 4% indicated that they did not know

Planning Agenda

None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The SDCCD IRP Office conducts periodic research on student learning needs, including an assessment of students' educational preparation. For example, in the 2009 Miramar College Fact Book, the IRP Office reported that almost half of the College's student population (44%) selected transfer with or without an AA/AS degree as their educational objective. Other students who indicated an educational objective reported preparation for a new career (8%) or updating job skills (8%) as their educational objective.

The College assesses incoming students in math and English preparation as a condition for placement and enrollment in these courses. For native English speakers, the College uses the "Accuplacer" assessment test, which is a standardized academic skills assessment, developed by the College Board. "Accuplacer" is also used to assess incoming students' math preparation (alternate test versions are available for students unable to use a computer). For students whose native language is not English, the College uses the Combined English Language Skills Assessment (CELSA) Test.

San Diego Miramar College's program review and SLOAC processes are the means by which the College determines if students are achieving the stated learning outcomes. Each of these occurs on an annual basis. Currently, SLOAC is conducted at the course level, and the program review process is conducted at the program level. Information gathered during the analysis stages of these processes is used to create improvement strategies at the course level. Improvement strategies that must be implemented at the program-, department-, school-, or college-level are incorporated into the College's planning process via the program's annual program review and are the vehicle for requesting resources such as positions, facilities, and funding. The annual program review is in turn incorporated into the College's planning via the "internal" input into the annual college-wide master planning process. At the conclusion of each annual cycle, the IE Committee and the CEC approve a set of ranked college-wide priorities as guidance for decisions about resource allocation and other planning for the coming academic year. These ranked priorities are then implemented by the College's operating units and participatory-governance committees as the guide for decision-making.

The College uses program review and SLOAC information to develop improvement strategies targeted to the early needs of its students. In addition, the College has the capacity to conduct additional research needed to inform decision making. For example, the College's Basic Skills Committee started conducting research in 2009 to determine which intervention strategies (such as the use of instructional assistants or supplemental instruction) best lead to increases in student success, retention, and persistence in basic skills courses. This effort has also led to increased coordination among student services, counseling, and instructional faculty members.

San Diego Miramar College uses research and analysis not only to identify student learning needs, but also to make amendments where needs are not being met. For example, as a result of research into general education course offerings, the College has added general education and preparation for major courses in order to create a comprehensive transfer curriculum over the past six years (CSU General Education Course List by Area, Doc. II.A.15; IGETC Course List by Area, Doc. II.A.16). This addition of courses has allowed students to complete their transfer programs at San Diego Miramar College instead of completing courses at the College's sister campuses.

Self Evaluation

Slightly over half of all new college students complete the mathematics and English placement exams (53% and 55%, respectively). In addition, about 77% of all first-time-to-college ESOL students complete an ESOL placement exam. Of students assessed in mathematics, approximately 56% place into a basic skills level course. This percentage has remained static for a number of years. Of students assessed in English, approximately 59% place into a basic skills English course, and 9% place below basic skills level. Unlike math placement, this percentage has been rising annually, from 23% in fall 2004 to 33% in fall 2008. Of students assessed in ESOL, approximately 59% place into the first or second level of the four levels of the ESOL course sequence. These data are also available to the College by student ethnicity. In fall 2008, over 4,000 individual students were enrolled in basic skills courses (Miramar College Basic Skills Report, 2009, Doc. II.A.17). This and other data are reviewed at the department and school level, and by all faculty and administrators involved with the Basic Skills Initiative to identify trends and determine if interventions have had the desired effect. Several courses have been recoded to correct the number of levels below college level courses, making data analysis challenging, but the District has been able to adjust historical data so that the College can assess improvements in student outcomes.

A majority of employees at the College feel that SLOs are a central part of the teaching process. Results from the Spring 2009 Employee Perception Survey (Doc. II.A.14) showed that 73% of respondents agreed or strongly agreed that the College facilitates an ongoing dialogue about improving student learning and institutional processes; 74% agreed or strongly agreed that instructors use teaching methodologies that reflect the diverse needs of students; 71% agreed or strongly agreed that their department/program/discipline has an effective faculty-driven process for assessing SLOs; and 58% agreed or strongly agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated SLOs. On this last survey item, an additional 26% neither agreed nor disagreed. Finally, a majority of respondents (69%) agreed or strongly agreed that the College has implemented effective plans and strategies for identifying SLOs.

Planning Agenda

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College's faculty members constantly monitor and facilitate student learning by using delivery systems and modes of instruction that complement both the curricula's objectives and the learning needs of their students. These systems and modes include traditional classroom lecture, distance education instruction, individual tutoring, laboratory experiences, field studies, and industry internships. Selection and approval of these modes of instruction are accomplished through the curriculum approval and review process, which is required for each course at least once every six years. As part of this process, faculty members evaluate the objectives and content of the course and determine which delivery methods would be most appropriate. San Diego Miramar College has additional procedures in place to ensure the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional on-campus mode. Specifically, in accordance with California administrative code and regulation (Title 5, sections 55204 and 55206, Doc. II.A.18 and II.A.19), the college Curriculum Committee separately reviews and approves each course proposed for delivery via the distance education mode to ensure the following criteria are met:

- Regular effective contact is maintained between instructor and students through group or individual meetings, orientation and review sessions, study sessions, field trips, library workshops, threaded conferencing, chat rooms, telephone contact, email, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law.
- Students registered for online classes must login into their unique account using a district-issued college student identification (CSID) and their birthdate in order to access their classes on the Blackboard Learning System.

Modes of delivery are evaluated for their effectiveness in meeting student needs through several methods. These methods include regular student evaluations of faculty members, faculty peer evaluations, SDCCD Online surveys, input from advisory committees, and Curriculum Committee review.

Dialogue regularly occurs at the college and district level about the efficacy of modes of instruction, including distance education. For example, the SDCCD Online Steering Committee and the college Distance Education Committee meet on a regular basis to discuss strategies to improve instruction via the use of technology, including pedagogical strategies. As a result, operational benchmarks for assuring quality in the distance education program have been developed and implemented district-wide (Quality Assurance for Distance Education at the SDCCD, Doc. II.A.20). Additionally, dialogue occurs as part of the faculty evaluation process. Faculty review committees and students evaluate on-line classes using the same standards as face-to-face classes, and faculty are given feedback and support in this process.

The Math Department evaluated course outcomes for basic skills courses from 2008-09 by method of instruction and length of instruction as part of its review process. This analysis showed that students taking basic skills math as a distance education course over 16 weeks had the lowest success rate (57%), but those taking the course as distance education over 8 weeks had a higher rate of success (69%) than those taking courses on campus over 16 weeks (64%). The highest success rate (80%) was found for students taking courses on campus over 8 weeks (80%). However, this last group was the smallest, with 152 students having taken courses in this format (Basic Skills MATH Course Data for 2008-2009, Doc. II.A.21).

Assignment of faculty to distance education courses is done with consideration of faculty experience and expertise in using this instructional format. Training opportunities exist for faculty wishing

to learn how to effectively use the on-line platform and to enhance their ability to reach students possessing different learning styles. For example, in 2009-10 the College funded the Teaching Institute to provide professional development in this area. As part of the faculty evaluation process, if the school dean and department chair do not agree that the teaching modality used by the faculty member is effective in a given situation, that faculty member will not be given an on-line assignment in subsequent terms.

As part of the institutional evaluation, planning, and improvement cycle, the College conducted a review of its course and program offerings in 2007-08, including courses approved to be offered via distance education. This review revealed that the number of courses approved to be offered through this mode had grown from 94 in 2002 to 216 in 2010, which represented approximately 30% of the College's 2009-10 course inventory. A list of courses approved for distance education can be found at http://instsrv.sdccd.edu/Curriculum/DistanceEd/DE_Approved_List.xls. In spring 2008, San Diego Miramar College offered 106 fully on-line course sections and 24 hybrid sections using the distance education mode, representing approximately 15% of the total number of course sections offered that term (Tallies Miramar Sections 021610, Doc.II.A.22).

Through analysis of the approved distance education curriculum in 2008, the College determined that 44 different degree and certificate programs could theoretically be completed using 50% or more courses taken in a distance education mode. More importantly, it was recognized that the provision of degrees and certificates via distance education was the next logical step towards meeting the College's strategic goal to "…deliver instruction and services in formats and at sites that best meet student needs." To meet this goal, in spring 2009, the College submitted a substantive change proposal for approval to offer a variety of associate degrees and certificates of achievement, including the College's general education pattern, through the distance education mode. In March 2009, the Committee on Substantive Change of the ACCJC approved the College's proposal to offer 50% or more of 44 different degree and certificate programs through a mode of distance or electronic delivery (ACCJC Letter of March 18, 2009, Doc. II.A.23).

San Diego Miramar College has several processes to monitor the effectiveness of the College's distance education delivery system. First, an evaluation tool specific to distance education instruction is used to ensure that online instructors are evaluated and provided individual feedback on course quality in the same manner as instructors of on-campus courses. The evaluation tool facilitates the College's monitoring of quality teaching, appropriate use of technology, and appropriate pedagogy in the delivery of distance education programs. The faculty evaluation process incorporates input from students, peers, administrators, and the evaluated faculty member. In addition, the instructor and student tracking features built within the course management system provide data that can be used within the faculty evaluation process to indicate satisfactory levels of faculty-student interaction. Second, instructional support and student services areas monitor student use of their distance education services. For example, the library has a tracking system in place to monitor student remote access to online books and periodicals. Third, each course and program has developed, or is in the process of developing SLOs. In accordance with the College's SLOAC process, these SLOs are regularly assessed for all sections of a course, including those sections offered in a distance education mode. The results of these assessments are used to monitor and improve student success and also feed into the College's master planning and resource allocation process. Fourth, the College also monitors student retention and success rates. For spring 2009, the retention rate for distance education courses was 81% while the retention rate for on-campus courses was 87%. In the same term, the success rate for distance education courses was 65% while the success rate for on-campus courses was 75% (CCC State Chancellor's Office DataMart, Doc. II.A.24). These reports are made available to the public via the SDCCD web site (http://research.sdccd.edu) and are used to monitor, plan, and improve the College's course and program offerings, including distance education courses. Fifth, SDCCD Online conducts an annual online course satisfaction survey as one method of determining how effective the distance education delivery system facilitates student learning. The survey encompasses student perceptions in the following areas:

1. Student preparation for online course
2. Student experience in online course
3. Technical support
4. Communication
5. Perception of online learning
6. Future services

Feedback generated through the surveys is used to improve the distance education courses and services offered through San Diego Miramar College and supported by SDCCD Online. The surveys are available at http://research.sdccd.edu/pages/137.asp.

Self Evaluation

The institution clearly utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College is currently working to refine the data collected for evaluation with each review cycle.

The College continues its commitment to a high-quality comprehensive distance education program. In spring 2010, the College offered 133 individual course sections through the distance education mode and continued its instructional and student support services to its distance education students.

Planning Agenda

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The College has made significant progress in its development and assessment of SLOs at the institution, program, and course levels. SLOs at the program and course level are created by faculty who teach in the discipline. Similarly, SLO assessments, attainment strategies, and course and program improvements are the responsibility of discipline faculty. Faculty members accomplish these tasks through the SLOAC process, developed in 2006-07. This cycle includes five stages: (1) developing SLOs, (2) developing assessment methods and rubrics, (3) assessing the student learning outcomes, (4) analyzing the results of the assessment, and (5) implementing improvement

strategies.

In Stage 1 of SLOAC, faculty members in the discipline develop SLOs for each course (or proposed course) through dialogue within the department. Through this dialogue, faculty members: (1) identify the core content in the course, (2) describe the end state of what students should know or be able to do after completing the course, and (3) write appropriate SLOs.

In Stage 2 of SLOAC, faculty members in the discipline develop assessment methods and rubrics to determine whether or not students who have completed the course meet the minimum competency level of the course SLOs. Development of the measurement method occurs by: (1) deciding when the SLOs will be assessed; (2) determining the type of measurement method(s) that will be used; (3) describing the method of assessment, such as course embedded assessments, standardized tests, portfolios, etc.; and (4) developing a rubric or rubrics that specifically identify the minimum level of performance and how the data will be analyzed.

In Stage 3 of SLOAC, faculty members in the discipline actually assess the SLOs using the assessment methods and rubrics developed in Stage 2. This assessment occurs when the course is taught; however, not all courses are offered each semester or year, so some variation exists in this schedule. The results of the assessment, as well as the information from Stage 1 and 2, are then tracked. Initially, this information was summarized on a Course SLOAC Report Form. More recently, the College has developed a tracking database, referred to as SLOJet, which allows individual faculty to input course SLO data via the Internet at http//slo.sdmirmar.edu. This site was approved as the official course SLO tracking site by the Academic Senate on March 16, 2010 (Academic Senate Meeting Minutes 100316, Doc. II.A.25).

In Stage 4 of SLOAC, faculty members in the discipline analyze and discuss the results of the assessment. This analysis has both quantitative and qualitative components. A summary of the analysis and the qualitative discussion are entered on the Course SLOAC Report Form.

In Stage 5 of SLOAC, faculty members in the discipline use the analysis from Stage 4 to generate course improvement strategies. The faculty members summarize the strategies and provide information on how and when they will be implemented on the Course SLOAC Report Form (Example Course SLOAC Report Form – SPAN 101, Doc. II.A.26; Program Review/SLOAC Guidebook, Doc. II.A.5). Improvement strategies to be implemented at the program, school, or college level are included in the annual program review report as an input into the college-wide master planning process.

Self Evaluation

San Diego Miramar College has completed the development stage of the SLO rubric at the course level and is working on the proficiency criteria for program and institutional SLOs. In 2007-08, the College developed a timeline to facilitate the implementation of this cycle for all courses, beginning with general education courses, followed by certificate and degree major courses, and then all other courses. By April 2010, student learning outcomes had been developed for 66% of the College's general education courses, 34% had been assessed at least once, and 9% had completed at least one full assessment cycle. By the same month, SLOs had been developed for 555 courses overall, representing 78% of the College's total course inventory. Three hundred and forty-two courses (48% of total course inventory) had been assessed at least once, and 142 (20% of total course inventory) had completed at least one full assessment cycle. Through its SLOAC timeline, San Diego Miramar College has set a goal of completing the cycle for all courses (less those newly-activated) by June 2011.

The College has funded reassigned time for a faculty SLOAC coordinator, and different faculty members have taken on this role in the past two years. The College subsequently updated its timeline for reaching proficiency by spring 2012 in accordance with the ACCJC rubric for SLOs to reflect the progress made to date and the activities that will be required to move the institution to "Sustainable Continuous Quality Improvement" (SLO Timeline to Proficiency, Doc. II.A.27). The College implemented a new SLOAC tracking system during the Spring 2010 semester, and department chairs have received training on how to modify the template for their program. Department chairs are also currently working with faculty to input and analyze data for courses this semester, while working to address authentic assessment of programs.

In fall 2007, the College reviewed, revised, and re-approved the five institutional learning outcomes originally developed in 2000-01. These are:

1. Communication skills
2. Critical thinking and problem solving skills
3. Global awareness
4. Information management
5. Personal and professional abilities

In spring 2008, the College mapped individual courses to these revised institutional learning outcomes through a comprehensive faculty-driven process. By fall 2008, the College had mapped 550 courses to institutional learning outcomes, representing 76% of the College's total course inventory at that time.

By 2007-08, the College had developed program level SLOs for approximately 50% of its then-existing programs. In 2008-09, the College conducted a comprehensive evaluation of its program review process. Several improvements were implemented as a result of that evaluation, including the re-definition of many programs to better align them with degrees and certificates and to mirror how programs are listed and represented in the college catalog. Following these refinements in the program review process, program-level SLOs were developed for 100% of programs. These SLOs were published in the 2009-10 College Catalog.

Results from the Employee Perception Survey, Spring 2009 (Doc. II.A.14), show that the College is moving towards the proficiency level with regards to SLOs. In the survey, 69% of the respondents agreed or strongly agreed that the College implemented effective plans and strategies for identifying SLOs and a relatively high percentage of employees were neutral (21%). Similarly, 71% agreed or strongly agreed that the department/program/discipline has an effective faculty-driven process for assessing SLOs, and 18% were neutral. Even fewer employees agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated SLOs (58% agreed or strongly agreed, and 26% neither agreed nor disagreed). This item also received a relatively high number of responses in the "I don't know" category (12% of total responses). Slightly more responded that their department/program/discipline has used the results of SLOs assessment to make improvements in instruction or support services (63% agreed or strongly

agreed). However, a relatively high percentage of respondents were neutral (24%), or responded that they didn't know (15% of total responses).

Planning Agenda

Fully implement SLOAC process and tracking system.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

San Diego Miramar College assures the quality and improvement of all its instructional courses and programs—regardless of type of credit awarded, delivery mode, or location—by hiring qualified instructors, regularly evaluating faculty performance, developing effective curricula, and conducting systematic curriculum and program reviews. It is recommended that all courses are reviewed by discipline faculty and the Curriculum Committee at least once every six years. All of the College's instructional programs undergo a review by discipline faculty once per year. These standards of practice maintain San Diego Miramar College's commitment to provide "an environment which values excellence in learning, teaching, innovation, and diversity."

In accordance with California administrative code and regulation (Title 5), all courses and programs, regardless of type, category, or delivery method, are approved by the college Curriculum Committee and the SDCCD Curriculum Instructional Council prior to submission to the SDCCD Board of Trustees and the California Community Colleges Chancellor's Office, if necessary. These governance bodies ensure that all courses and programs are: appropriate to the mission of San Diego Miramar College; serving a demonstrable student need; meeting quality standards; feasible to offer with the College's resources; and compliant with all applicable laws and regulations (Title 5, section 55002, Doc. II.A.28; CCC Chancellor's Office Program and Course Approval Handbook, Third Edition, p. 2-6, Doc. II.A.29). The college Curriculum Committee and the SDCCD Curriculum Instructional Council include designated representatives from all college stakeholder groups, including faculty, staff, administration, and students. Members of the community are also welcome to attend and comment on pending curricular decisions at all meetings. These participatory-governance committees are also responsible for approving the appropriate credit type, delivery mode, and location of the College's courses and programs. For example, these committees separately approve each course proposed for delivery via the distance education mode. This approval is contingent upon the demonstration of high quality standards for each distance education course, as described in Standard II.A.1.b.

In reviewing curriculum, the college Curriculum Committee utilizes the CCC Chancellor's Office Program and Course Approval Handbook, Third Edition (Doc. II.A.29), developed by the Chancellor's Office; the Good Practices for Course Approval Processes (Doc. II.A.30) and The Course Outline of Record: A Curriculum Reference Guide (Doc. II.A.31), both developed by the Academic Senate for California Community Colleges; and SDCCD Procedure 5500.2, Courses of Instruction and Educational Program Approval (Doc. II.A.32). These documents help ensure the high quality of all instructional courses and programs offered by San Diego Miramar College.

The College currently offers developmental and pre-collegiate courses as well as some short-term training courses. Developmental and pre-collegiate courses include basic skills-level mathematics, English, and ESOL courses as well as a variety of other courses designed to prepare students for success in college-level courses. Short-term training courses include those designed for specific vocational subject areas, such as administration of justice, fire protection technology, and child development. All such courses are developed, approved, and evaluated using the same processes and procedures as other courses offered by the institution. San Diego Miramar College does not currently offer continuing and community education, study abroad (although students may participate in other college's programs), or international student programs.

The College uses multiple criteria in deciding whether to offer these types of courses. Developmental and pre-collegiate courses are offered in response to student need, as determined by student performance on assessment examinations and subsequent success in college-level coursework. Short-term vocational training is usually offered in response to state-mandated training requirements or requests by employers or public service agencies. For example, the College offers a number of in-service short-term training courses designed to upgrade the skills of San Diego law enforcement officers, firefighters, lifeguards, and EMT providers in response to agency requests and training mandates.

The College takes special care to assure the quality and improvement of its distance education courses and programs. All faculty members who teach distance education courses are subject to the same standards and scrutiny in hiring and evaluation as all other faculty members. In fact, no distinction exists between "on-campus" and "distance education" faculty members in policies or practices related to hiring, promotion, or additional faculty duties. San Diego Miramar College has not attempted to hire faculty members solely for the purpose of increasing the number of distance education courses, but rather has focused on training current contract and adjunct faculty. Faculty members desiring to teach online must demonstrate that they are adequately prepared before being approved to do so. Typically, this preparation is gained through a formal training program provided by SDCCD Online Learning Pathways and further mentoring and assistance provided by the College's online faculty mentor. By contract, all full-time faculty members must teach a portion of their course load on-campus. This policy is designed to maintain the cohesiveness of the College's faculty and the continuance of identical quality standards for online and on-campus courses.

SDCCD Online Learning Pathways provides a comprehensive support and training program for distance education faculty. This program includes formal training, workshops, and technical support. Training sessions focus on effective online teaching practices. Faculty members are taught how to utilize the course management system selected by the District, which is currently Blackboard Learning Systems. Tools available within Blackboard include the discussion board, the e-mail system, chat rooms, "live" classroom, and the assignments tool, which all help instructors design online courses that foster interaction between faculty and students. The faculty training program incorporates discussions and application of effective distance education teaching practices, technological tools, accessibility, and best practices.

Additional one-on-one mentoring and training are also provided on campus by the online faculty mentor. This full-time faculty member, certified by SDCCD Online Learning Pathways, possesses significant online teaching experience and provides training and support to all faculty members teaching via distance education. The online faculty mentor works with individual faculty members to develop online resources for their courses using Blackboard Learning Systems. The online faculty mentor has also established regular monthly in-service workshops to assist faculty members who already teach courses via distance education.

In addition, the SDCCD Online Learning Pathways "Faculty Resources" web page includes a variety of resources designed to assist faculty members in designing high quality distance education courses that promote timely and effective interaction between and among students and faculty. These include:

- Course information templates
- WebCT/Blackboard Vista proficiency checklist
- Online teaching proficiency checklist
- Checklist of course readiness
- California Community Colleges distance education guidelines
- Course accessibility information
- Features of the online course reference guide
- Learning objects library
- Recommended components of a learning module

SDCCD Online Learning Pathways also offers one-on-one instructional design support appointments to faculty members designing or improving distance education courses.

As with on-campus courses, faculty members teaching online are responsible for ensuring the currency of materials, courses, and programs, including the course content, rigor, and quality of instruction. Several mechanisms are in place to ensure quality of online instruction. First, faculty members intending to offer a course via distance education must first obtain the approval of the college Curriculum Committee, which screens each course to ensure regular effective interaction among students and instructor, use of appropriate technology, use of appropriate pedagogical techniques, multiple measures of evaluation, and accessibility. Second, faculty members observe and evaluate each other's performances in online instruction through the faculty evaluation peer review process. Third, faculty members review student evaluations from online courses through the faculty evaluation peer review process. Fourth, all courses and programs are required to be assessed by faculty on a regular basis through SLOAC. This process is identical for all sections of a course, whether offered on campus or via distance education. Fifth, all courses and programs, including those offered via distance education, are reviewed and re-approved by the departmental faculty, the Curriculum Committee, and the District's Curriculum and Instructional Council on a periodic basis (usually every six years).

San Diego Miramar College also provides an extensive array of instructional and student support services to distance education students and faculty. These online services are designed to mirror the services provided on campus. They include:

- 24/7 technical support
- online faculty mentor
- Technological accommodations for disabilities
- ADA and Section 508 compliant courseware
- Independent learning center
- Over 20,000 e-Books
- Online periodical references
- Financial aid
- Online counseling and advising
- Online tutoring (available after hours if needed)
- Distance delivery of course materials
- Online assessment services
- Online job placement posting board
- Course information templates
- WebCT/Blackboard Vista proficiency checklist
- Online teaching proficiency checklist
- Checklist of course readiness
- California Community Colleges distance education guidelines
- Features of the online course reference guide
- Learning objects library
- Recommended components of a learning module

More information about each of these is available in the College's Substantive Change Proposal for Distance Education Programs (Doc. II.A.33).

Self Evaluation

San Diego Miramar College assures the quality and improvement of all instructional courses and programs offered in the name of the institution. Since 2001, faculty members have systematically reviewed and "integrated" each of the College's official course outlines of record. "Integrated" refers to the interdependence of every element of the course outline; every section directly supports the identified course-specific learning objectives. In addition, "integrated" course outlines require a variety of instructional components related to the subject matter presented in the course, including critical thinking and writing assignments, multiple assessment methods, reading assignments, and appropriate outside assignments. The integration process ensures courses have current, valid, and internally consistent catalog descriptions, course objectives, topic outlines, assessment, assignments, and other curricular elements. As of March 2010, only 14 courses need to be integrated out of the College's total course inventory; of these courses, the College is responsible for integrating seven.

The Spring 2009 Employee Perception Survey (Doc. II.A.14) captured employees' perception of their role in maintaining quality of instruction. Results indicated that 82% of respondents agreed or strongly agreed that "the faculty has a central role in assuring quality of instruction." In addition,

69% of respondents agreed or strongly agreed that "the College has implemented effective plans and strategies for identifying student learning outcomes." Another 21% neither agreed nor disagreed, and 9% reported that they did not know.

Planning Agenda

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Faculty members are an integral part of the College's program development, review, and approval processes. In response to industry trends and needs, faculty members initiate development of new programs and curriculum. Once a need has been established, a faculty expert works with the campus Curriculum Committee to develop "integrated" curriculum. "Integrated" refers to the interdependence of every element of the course outline; every section directly supports the identified course-specific learning objectives. In addition, "integrated" course outlines require a variety of instructional components related to the subject matter presented in the course, including critical thinking and writing assignments, multiple assessment methods, reading assignments, and appropriate outside assignments.

Faculty who write and revise curriculum follow established procedures detailed in *The Course Outline of Record: A Curriculum Reference Guide* (Doc. II.A.31), *Components of a Model Course Outline of Record* (Doc. II.A.34), and *Stylistic Considerations in Writing Course Outlines of Record* (Doc. II.A.35), developed by the Academic Senate for California Community Colleges as well as the *Curricunet User's Guide* (Doc .II.A.36), *Integrated Course Outline Guide* (Doc. II.A.37), and other resources available from the SDCCD Instructional Services Department (http://instsrv.sdccd.edu/).

All curriculum additions, deletions, or revisions are reviewed and approved by the college Curriculum Committee, which includes seven faculty members, two classified employees, one student, and one administrator (Miramar College Governance Handbook, p. 16, Doc. II.A.8). The review process is initiated at the campus level and includes review and approval from SDCCD's two other college curriculum committees before reaching the district level for final review and approval. During the approval process, discipline experts review and recommend improvements to academic and occupational curriculum. Faculty members are required to review all course outlines within a six-year cycle to assure quality, currency, and continued adherence to the College's mission.

The curriculum approval process includes the following steps:

a. Proposal creation. Faculty create a new course or modify an existing course.

b. Proposal audit. The final step after creating or modifying the proposal to ensure all required fields have been entered in the system.

c. Proposal approval process.
   1. The approval process begins once the originator of the proposal pre-launches the proposal.
   2. The proposal is sent to a group of people who review the proposal before it continues through the process to ensure all the information is accurate and fulfills the College's intent.
   3. Once the proposal has satisfied all criteria, it is then launched.
   4. Once the proposal is launched, it is sent through the rest of the approval process and approved by various people required for the proposal.

d. Technical review committee. The proposal is reviewed on a technical level before going to the Curriculum Committee, which approves/denies proposals.

e. Curriculum Instructional Council. The district-wide committee approves or denies proposals to be placed in the college catalog.

Much of the initial work in developing the process for writing and assessing course-level SLOs was conducted by the Title III grant, which was awarded in 2003 and concluded in 2008. The Title III grant had the following goals: create an on-line, easy-access education plan for students; develop an academic master plan and decision-making system that reviews programs (to identify priority areas the curriculum development process can respond to) and tracks courses using enrollment management software; and train faculty to employ new technology and active instructional strategies in their courses and programs. With the conclusion of the Title III grant, the College has institutionalized the functions previously supported by the grant.

SLOs for courses and programs are developed by discipline faculty who teach in those subject areas. This effort is coordinated by the Program Review/SLOAC Committee and a designated campus SLOAC coordinator. Faculty members accomplish these tasks through the SLOAC process. The processes used to approve and administer courses and programs have been described in detail earlier.

Oversight by the college Curriculum Committee is effective for course and program development and updating. As a result of course and program evaluation, programmatic improvements have resulted.

Self Evaluation

San Diego Miramar College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. In addition, the College recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

The central role that faculty members play in establishing quality and improving instructional courses and programs is reflected in results from the Spring 2009 Employee Perception Survey (Doc. II.A.14). The results indicated that the majority of employees agreed or strongly agreed (82%) that faculty plays a central role in assuring the quality of instruction. The majority of employees (73%) also agreed or strongly agreed that the faculty is central to decision-making involving curriculum development. Sixty-three percent of respondents agreed or strongly agreed that their

"department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services," twenty-four percent neither agreed nor disagreed, and fifteen percent reported that they did not know. Another question asked if "student learning outcomes are considered in program review," with which 76% of respondents agreed or strongly agreed, 18% neither agreed nor disagreed, and 14% reported that they did not know.

Planning Agenda

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Competency levels and measurable SLOs for courses, certificates, programs, and degrees are determined by faculty members who teach in the discipline, or, in the case of the College's general education program, by the faculty as a whole through the Academic Senate. Faculty members are responsible for: (1) developing student learning outcomes, (2) developing assessment methods and rubrics, (3) assessing the student learning outcomes, (4) analyzing the results of the assessment, and (5) implementing improvement strategies.

The College obtains input and validates currency of occupational curriculum from its industry advisory boards. The Automotive Technology, Diesel Technology, Aviation Maintenance, Child Development, and Biotechnology programs have active industry advisory boards that meet a minimum of twice a year. Board input is used to ensure that programs and course offerings reflect current industry technology, procedures, and business practices. Program directors, department chairs, faculty, and deans obtain industry input on the quality and currency of certificate programs; they update competency levels and student learning outcome goals through these semi-annual advisory board meetings. At these meetings, industry representatives review curriculum and materials. They also tour lab facilities to identify areas that need to be changed or updated to maintain quality instruction.

In addition to industry advisory boards, the following certifying entities participate in identifying competency levels and SLOs for their related program:

- American Bar Association (ABA)
- Commission on Peace Officer Standards and Training (POST)
- Federal Aviation Administration (FAA)
- Automotive Service Excellence (ASE)
- State of California Department of Social Services Community Care Licensing
- State of California Child Development Division

- Toyota T-TEN program
- Honda PACT program
- General Automotive program

The path to achieving a program's SLOs is clearly defined in the college catalog. Each program area in the catalog lists a set of SLOs that students will achieve after completing the program. Each program includes one or more degrees or certificates leading to those specified outcomes. Each degree or certificate includes a set of required courses, and each course has a set of course-level SLOs that are developed, maintained, measured, and assessed by discipline faculty members. Assessment results are used to generate strategies at the course, program, school, or college level to drive student outcome improvement. Course-level improvement strategies are implemented at the departmental level by faculty members who teach in the discipline. Program-, school-, or college-level improvement strategies are included as part of the annual program review which is used as input into the college-wide master planning cycle.

Self Evaluation

San Diego Miramar College relies on faculty expertise and the assistance of advisory committees, when appropriate, to identify competency levels and measurable SLOs for courses, certificates, programs (including general and vocational education), and degrees. The College regularly assesses SLOs at the course level and based on the mapping to the program and institutional learning outcomes during the program review process, the competency levels are discussed within the program/departments. In the Spring 2009 Employee Perception Survey, when asked whether their department/program/discipline has used the results of SLOs assessment to make improvements in instruction or support services, 63% agreed or strongly agreed.

Planning Agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Faculty members are selected for employment based on their demonstrated proficiency in teaching and are evaluated annually during the first four years of employment. These evaluations include feedback from students, peers, and administration. Evaluations are conducted in all course sections regardless of service delivery method. The curriculum development and approval process ensures that all courses and programs are developed by faculty experts in the discipline and are reviewed for appropriate breadth, depth, rigor, sequencing, and synthesis of learning by the campus Curriculum Committee. Courses are reviewed and updated at least once every six years to ensure these standards are maintained. Programs are reviewed annually and updated as necessary as part of the campus's program review process. Degrees held by faculty are provided in the College Catalog.

Each new or revised program must be reviewed, discussed, and approved by the campus Curriculum Committee. Specifically, the Curriculum Committee screens each newly-proposed course and program to ensure it is appropriate to the College's mission, meets a need in the College's service area, meets curriculum standards such as breadth, depth, rigor, and sequencing, is feasible to offer given available college resources, and is in compliance with state and federal law (*CCC System Office Program and Course Approval Handbook*, Doc. II.A.12).

Additional dialogue about the curricular quality and other characteristics of San Diego Miramar College's programs occurs during the annual program review process. This dialogue occurs at the department and school levels, with a summary and input into the college-wide master planning process occurring at the institutional level. The program review process facilitates dialogue about program strengths, accomplishments, and needs in a variety of different areas, including curriculum, faculty, budget, facilities, technology, staff development, and scheduling (*Program Review & SLOAC Guidebook*, Doc. II.A.5).

In addition, the college catalog is reviewed each year by each department chair and program director. As part of the catalog review, these faculty members review the program SLOs as well as course sequencing and synthesis of learning characterized by the program. Proposed changes to the program resulting from this review are forwarded to the Curriculum Committee for discussion and approval.

When designing or updating programs, discipline faculty use industry standards (for career technical education programs) or university curricular requirements (for transfer programs) as criteria in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of the program. For example, in 2009, the Paralegal Program updated aspects of its program sequencing and instructional content based on criteria specified by the American Bar Association. As another example, the Art/Visual Studies Program was designed as a "flexible major" to meet the major preparation requirements of art-related programs at a variety of different transfer institutions. The College also uses approved programs at other California community college campuses as models in developing new programs in those fields.

When reviewing new or revised programs for approval, the Curriculum Committee uses criteria specified in Title 5. These criteria include: quality standards related to grading policy, units, intensity, prerequisites and corequisites, basic skills requirements, difficulty, and level. Definitions of each of these criteria are provided in Title 5, section 55002 (Doc. II.A.28). In addition, each program review includes faculty and advisory committee dialogue if appropriate to evaluate breadth, depth, rigor, sequencing, time to completion, and synthesis to create a plan for course scheduling, so that students can plan their schedule to complete within a reasonable time. San Diego Miramar College is a mid-size college, a breadth of general education courses are offered, and the focus is on providing students with courses that will provide them flexibility in transfer options. To that end, the College's Instructional Master Plan directs the College to grow strategically by developing capacity now and to be poised for growth when the economy recovers. The College is currently using grants and partnerships to build that capacity.

The faculty plays the primary and central role in decisions about academic programs and courses. First, faculty members are the initiators of all new programs and courses. Second, faculty members constitute the majority of the Curriculum Committee, which is organized to report to the Academic Senate. Third, faculty members are responsible for the program review process in their programs.

The college Curriculum Committee designates each course as baccalaureate level, collegiate (associate degree) level, or pre-collegiate level by applying a set of criteria specified in Title 5 section 55002 (Doc. II.A.28) and provided by the California State University Faculty Senate for baccalaureate level course criteria (Considerations Involved in Determining What Constitutes a Baccalaureate Level Course, Doc. II.A.38). These criteria include assessments of the course's scope, intensity, pace, critical thinking requirements, assignments, learning skills, vocabulary, and concepts (Title 5 section 55002; CSU Academic Senate's Considerations Involved in Determining What Constitutes a Baccalaureate Level Course). The College does not approve or teach baccalaureate level courses.

San Diego Miramar College does not offer any pre-collegiate degree or certificate programs. All programs include coursework that is designated at the collegiate (associate degree) level.

Self Evaluation

At San Diego Miramar College, high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. These characteristics result from hiring qualified faculty and a stringent course and program review process. The program review process facilitates dialogue amongst faculty, leading to enhanced program quality.

In the Spring 2009 Employee Perception Survey (Doc. II.A.14), 78% agreed or strongly agreed that they were "satisfied with the overall quality of their instructional program," 17% neither agreed nor disagreed, and another 7% reported that they did not know.

In the Spring 2009 Student Satisfaction Survey (Doc. II.A. 39), 63% of students agreed or strongly agreed when asked if there were a sufficient number of general education courses offered each semester in order to complete their educational goals within a reasonable period of time. Fewer students agreed that there were a variety of courses offered within each major each semester in order to complete their educational goals within a reasonable period of time (56% agreed or strongly agreed and 21% neither agreed nor disagreed). When asked about the satisfaction with both the overall quality of instruction and course content, most students agreed or strongly agreed (83% and 85%, respectively).

Planning Agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Student learning styles are assessed in at least two ways. First, all students may enroll in courses that include personal learning assessments as part of the course curriculum. These include courses in the subjects of mathematics, reading, personal growth, and education. Second, students considering enrolling in distance education courses are highly encouraged to first take an online

education learning assessment offered through SDCCD Online. The results of these assessments are reviewed and interpreted with students in order to assist them in enrolling in courses that meet their individual learning styles and preferences. For example, students who do not assess as independent or self-paced learners would be discouraged from enrolling in a distance education course.

San Diego Miramar College responds to the diverse needs and learning styles of its students through a variety of alternative delivery modes. A majority of the classes are offered in traditional 16-week sessions. However, to meet the varying needs of students, the College offers 12- and 8-week sessions as well. Additionally, courses are offered off-site at the Marine Corps Air Station (MCAS), at Camp Nimitz (the former Naval Training Center), at local high schools (Mira Mesa, Scripps Ranch, Patrick Henry, and Serra), and in on-line, hybrid, and self-paced formats.

The College also responds to the changing needs and learning styles of its students through ongoing staff development. For example, the Program Review/SLOAC Committee conducted several workshops on assessment measures. Another staff development opportunity is the Teaching Institute which provides faculty members with a forum to share knowledge, reflect on their teaching methodologies, and exchange ideas for improving their responsiveness to students' varying needs (Teaching Institute Schedule, Doc. II.A.40.). In addition, Advanced Transportation and Technology and Energy (ATTE) faculty members participate in ongoing off-site training required by industry partners, such as Toyota and Honda. The College has always supported the professional growth of its faculty and staff by encouraging attendance of professional conferences.

The College requires that all courses include multiple methods of assessing student learning. These methods are specified in the course outline and may include in-class objective assessments, writing assignments, out-of-class projects, skills demonstrations, presentations, discussion, or other assessment methods appropriate to the subject area.

The College attempts to target its delivery modes to meet the requirements of its various student populations. For example, the College offers shortened 8-week sessions at MCAS Miramar in order to accommodate the needs of military personnel that deploy and therefore may not be able to complete a full 16-week term. In order to maintain high quality of instruction, 8-week courses are not offered in subject areas that require extensive ongoing practice, such as foreign language courses.

Within a particular course, the instructor varies the delivery modes and teaching methodologies used in order to best meet the needs of students in their courses. These methodologies may vary from instructor to instructor. However, methodologies that may be of particular utility in a course are proposed and approved as part of the curriculum approval process and appear on the course outline. These may include traditional lecture, laboratory, distance education, computer-assisted instruction, discussion section, learning modules, audio-visual aids, collaborative learning, demonstrations, field trips, or other methodologies.

A variety of teaching methodologies are commonly used in San Diego Miramar College courses, depending on the subject matter of the course, the learning styles of the students, and the delivery mode. For example, a paired lecture/laboratory diesel technology course might utilize direct instruction, group projects, hands-on applied instruction, discussion section, audio-visual aids, real-world experiences, or other instructional methodologies. Methodologies are selected by the course instructor depending on the subject matter, needs or standards in use in the industry, and delivery method. In another example, an administration of justice course might select methodologies based on the standards set by the California Commission on Peace Officer Standards and Training and current legislative mandates.

Faculty members discuss the relationship between teaching methodologies and student performance in a variety of forums. These include department meetings, discussions during development and assessment of SLOs, and other settings related to subject matter and delivery methods. These include industry advisory board meetings, the Teaching Institute, and the Distance Education Committee.

The College has matched methodologies with the particular needs and learning styles of students in the basic skills curriculum and in the development of distance education courses. With the inception of the Basic Skills Initiative, courses in English, ESOL, and mathematics basic skills are implementing new pedagogical approaches and supplemental instruction/instructional assistants targeted to meet the students with developmental needs. For example, some basic skills courses have introduced the use of instructional assistants to provide supplemental instruction. The College is currently researching the effectiveness of this practice (IA Research Request, Doc. II.A.41).

Distance education courses are regularly assessed in terms of student satisfaction and success indicators in order to assist in improving the delivery of courses through this learning modality. For example, research in 2008 regarding student experiences with online courses indicated:

- Most students found the online format to be an enjoyable and effective method for learning.
- The majority of students had previously taken an online course and would take another in the future if given the opportunity.
- For the most part, online students feel comfortable navigating the course and do not need technical support. When assistance was required, respondents found it almost always helpful (*Online Course Satisfaction Report*, Doc. II.A.42).

The College's SLOAC process includes a stage in which the results of the SLO assessment are evaluated to determine the effectiveness of the instructional methodologies used in the course. For example, SLO data for an aviation course demonstrated that two sections of the course had lower levels of success than the others; it was then determined that both sections were taught in an accelerated format. The department chair has adjusted subsequent offerings of that course to the full semester length.

The College has implemented a number of strategies to match delivery modes and teaching strategies to the diverse needs and learning styles of its students. One example is an increase in the number and variety of courses offered in a distance-learning delivery mode. Many students find that the distance education delivery method meets their needs better than on-campus courses, including the College's population of active duty military, other working adults, single parents, and students with physical disabilities limiting their mobility. In order to meet the needs of these student populations, San Diego Miramar College has offered courses through the distance education mode for over nine years and has also developed a comprehensive array of instructional and student support services available in a distance education format. Concurrently, the College has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services.

As an example, from 2004 to 2007 San Diego Miramar College participated in the College and Career Transitions Initiative (CCTI) project sponsored by the League for Innovation in the Community College (CCTI Project Summary, Doc. II.A.43; CCTI Final Report, Doc. II.A.44). The focus of this project was to develop a high school to college pathway in the law, public safety, and security occupational areas. The San Diego region is currently experiencing a serious shortage of qualified individuals who can pursue public safety careers. As recruitment in the field of public safety, particularly law enforcement, has become a top priority in the City of San Diego, stakeholders have responded by designing a curriculum development model to shape programs of study that will best prepare/train students interested in these careers. The College's CCTI Program sponsored several changes in delivery methods and teaching strategies for courses in this subject area. These included:

- Courses revised to reflect the California CTE model curriculum standards and industry-driven competencies
- Early college credit offered through 3 articulated career technical courses
- A transferable CSU and UC course offered through a unique delivery method that is a combination of articulation and direct college instruction

Self Evaluation

San Diego Miramar College is committed to the consistent use of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Through implementing identified and effective strategies, the College has effectively addressed the needs and various learning styles of its diverse student population.

Results from employee and student surveys indicate that both groups feel that student needs are being met. In the Spring 2009 Employee Perception Survey (Doc. II.A.14), when asked about the College's response to students' diverse needs through diverse programs, services, and teaching methodologies, most employees agreed or strongly agreed (74% and 70%, respectively) that the College was responsive. In the Spring 2009 Student Satisfaction Survey, The majority of students were satisfied with the flexibility of the course scheduling offered (73% agreed or strongly agreed).

Planning Agenda

None.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The effectiveness of courses and programs are evaluated primarily through the SLOAC process described earlier and through the program review process. The College's program review process includes a variety of self-assessment questions related to programs' relevancy, appropriateness, SLOs, currency, and future plans. Specifically, faculty members review each designated

instructional program to determine if its catalog description is accurate, relevant, and up-to-date, if program SLOs are accurate and current, and if any future changes or other plans are required for the program in the areas of enrollment, scheduling, curriculum, faculty and staff, professional/staff development, facilities, technology, equipment, other budgetary needs, student services, or marketing (Program Review Annual Report Form, Doc. II.A.10). The program review process is consistently followed for all designated instructional programs at the College. For all CTE programs, advisory committee input is a major factor and is an integral part of keeping programs relevant. Advisory members are often asked to review and evaluate curriculum and the competency of students earning certificates and degrees at San Diego Miramar College.

In addition to the SLOAC and program review processes, the College evaluates the effectiveness of courses and programs through student evaluations and the curriculum review process. Faculty evaluations are conducted in a wide variety of course sections regardless of service delivery method. The curriculum development and approval process ensures that all courses and programs are developed by faculty experts in the discipline and are reviewed for appropriate breadth, depth, rigor, sequencing, and synthesis of learning by the campus Curriculum Committee. Courses are required to be reviewed and updated at least once every six years to ensure these standards are maintained. Programs are reviewed annually and updated as necessary as part of the campus's program review process.

The program review process includes a variety of data for program evaluation. For each subject area, departmental faculty members review research data related to enrollment trends and student success, which is available for a variety of student characteristics (Example PR student success data, Doc. II.A.45; Example PR productivity data, Doc. II.A.46; 2008 Student Equity Report, Doc. II.A.47). Data are provided at the course level with five years of data for most elements, enabling department faculty to analyze trends. The District IRP Office conducts data review sessions with faculty, so they can explore how data elements are defined, inquire about what populations are included, and make recommendations to District IRP staff for the following review cycle. The College is working diligently to create a culture of inquiry, having already developed a culture of evidence.

In addition to the routine data provided for program review and analyses, a district research analyst has been working with individual faculty to evaluate the impact of Basic Skills Initiative projects. Data to be provided is agreed upon between the faculty member leading the project and the researcher.

Data is also collected at the course and program level by faculty members as part of the SLOAC process. The SLOAC coordinator has 0.50 reassigned time each semester to work with faculty members on the development of SLOs and assessment methods. Data elements vary from program to program and are refined by faculty members as they complete cycles.

The program review includes a curricular review of the degrees, certificates, and courses in the program as well as the program's learning outcomes. The relevancy of a program is determined in consultation with advisory committees, by the Curriculum Committee that screens all proposed degrees and certificates for applicability to the College mission, and through the program review process.

SLOs for each program are developed by faculty members who teach in the program area. These

are listed by program in the college catalog. Courses required for each program are selected in order to facilitate student achievement of the program SLOs.

The program review process is one of the three primary inputs into the college-wide master planning process (along with an external scan and budget/resource development feed). In addition, goals and objectives created as a result of program reviews are consolidated by instructional school and then provided in summary form to the IE Committee for use in updating the college-wide master plan for the coming academic year. The District IRP Office provides student data at the college level for use in planning. Trend analysis provides useful information about factors that contribute to student success that can be incorporated into plans and priorities for the year. For example, the data showed that the number of students seeking to transfer to a four-year college is currently more than double the number seeking career training (*Miramar College Fact Book 2009*, p. 10, Doc. II.A.13), so a priority was placed on preserving classes needed for degree and transfer when the college schedule needed to be pared down due to the state-imposed workload reductions.

Program changes and improvements are routinely made at the individual program or department level as a result of the program review process. For example, as a result of the 2008-09 program review process, the Paralegal Program restructured the sequencing and prerequisites of the courses required for the degree and certificate programs in order to strengthen the ability of the curriculum to support the program's defined SLOs. These changes were made by the program faculty members in consultation with the American Bar Association, which is the program's external accreditation agency, as well as the College's Curriculum Committee.

Self Evaluation

San Diego Miramar College is working at the proficiency level of the rubric for Evaluating Instructional Effectiveness for program review and is moving toward sustainable continuous quality improvement. The College developed a college-wide research agenda to assess progress on the College's strategic planning goals and intends to continue to work on promoting a culture of evidence. To this end, the College submitted a proposal for technical assistance to the RP Group entitled The Bridging Research, Information, and Cultures (BRIC) Initiative that identifies the College's current research infrastructure and needs as a college (BRIC Application, Doc. II.A.48). However, the College was not selected for this project. The College has participated in a number of collaborative inquiry sessions facilitated by the District IRP Director and her staff (Campus Data Facilitation/Collaborative Inquiry Sessions, 2009/10, Doc. II.A.49).

Planning Agenda

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Integrated planning and coordination is carried out by the College's IE Committee through an annual cycle of planning and prioritization. This cycle consists of four stages: (1) Assessment/ Data Gathering, which includes internal program review, an external "environmental scan" of the College's students and community, and a review of the College's budget and resource development opportunities; (2) Planning, which includes the establishment and integration of goals and objectives by the College's operating units; (3) Prioritization, which is the establishment of annual ranked college-wide priorities directed to achieving the College's strategic goals; and (4) Implementation, in which college operating units and participatory-governance bodies use the ranked college-wide priorities as guidance for decision making and the allocation of resources.

A variety of evaluative information is used in the assessment/data gathering stage of the integrated planning cycle. A number of documents, such as the College Mission Statement, strategic plan, environmental scan, and annual reports on accomplishments related to the College's progress towards achieving institutional goals serve as inputs into the planning process. These documents are reviewed and updated on a regular schedule.

Program review drives the process, using data derived from several different sources. First, "internal" evaluative data is provided by the SDCCD IRP Office, including survey results; comprehensive reports of student demographics and academic progress; data relating to access such as course availability and prerequisite eligibility; and data relating to student outcomes such as success, retention, persistence, graduation, and transfer rates (Doc. II.A.13). As described above, the College also generates its own "internal" data through the program review and SLOAC, in which courses and programs, including student services and administrative services programs, are regularly assessed. Second, "external" evaluative data is generated through an environmental scan, in which the College determines community, employer, and transfer institution needs; prospective student populations; new educational delivery methods; and educational trends (Environmental Scan 2008-09, Doc. II.A.50; Environmental Scan Summary 2008-09, Doc. II.A.51). Third, "budget and resource development" evaluative data is determined by an annual review of the College's current and expected budget, grants and contracts, and prospective funding sources (Budget and Resource Development Update, Doc. II.A.52).

College budgeting of resources – including decisions about the allocation of funds for supplies, curriculum development, faculty and staff hiring, facilities, and technology – are driven by the results of the annual college-wide planning cycle described above. At the conclusion of each annual cycle, the IE Committee and the CEC approve a set of college-wide priorities as guidance for decisions about resource allocation and other planning for the coming academic year (College Executive Committee Minutes 10Mar2009, Doc. II.A.53; 2009-10 Ranked College-Wide Priorities, Doc. II.A.54). These priorities are then implemented by the College's operating units and participatory-governance committees.

College faculty members assess SLOs at the course level on an annual basis. The results of these assessments are used to drive course and program improvement. Improvement strategies that must be implemented at the program-, department-, school-, or college-level are included in the program's annual program review. The program review process, in turn, is used as one of the feeders into the College's planning process described above.

Prior to 2008-09, a lack of consensus on the definition of a "program" for program review purposes resulted in significant variability in the nature of "programs" that underwent program review. In 2008-09, the College conducted a comprehensive assessment and update to its program review process as part of its cycle of continuous quality improvement. Part of this update was to clearly define a "program" for the purposes of program review. As a result, a "program" was defined as a subject area or interdisciplinary subject area that includes at least one award (an award is a state-approved degree or certificate). Other major changes to the program review process included changing to an annual cycle, linking the program review process to the college-wide master planning process, establishing program-level SLOs for all new programs, and clearly delineating programs and their associated degrees and certificates in the catalog (Academic Affairs and Academic Senate Minutes, Doc. II.A.55-58).

In addition, the results of program review are now considered in the resource allocation decisions made by college operating units and participatory-governance committees. This integration occurs in two ways. First, program needs that are identified as the result of the course and program SLOAC are included in the program review. In turn, a summary of needs identified across program reviews is included as a feeder into the college-wide planning process, which informs the priorities, goals, and objectives for the coming academic year. Second, individual needs identified in program reviews are used to support requests for resources made to various participatory-governance committees. For example, the Budget and Resource Development Subcommittee requires a copy of the program review to be included with any budget allocation request in order to identify the program need and link it to the program review and planning process.

By 2008-09, most programs had undergone at least one full program review cycle. In 2009-10, following the changes to the program review process described above, all programs underwent the new annual program review process.

Self Evaluation

San Diego Miramar College is working at the proficiency stage of the Rubric for Evaluating Institutional Effectiveness for Planning. The College's integrated planning process is relatively new, but has been used successfully and has been modified based on review and analysis. The first full college-wide planning cycle was conducted in 2008-09 with very wide participation from faculty, staff, and administration. This full cycle was the culmination of several years' work by the IE Task Force/Committee in designing the cycle and its four stages. Direction provided by the 2008-09 planning process guided decisions and resource allocation during the 2009-10 academic year. Implementation included providing the approved 2009-10 ranked College-wide priorities to all operating units and participatory-governance committees, updating the school goals and objectives for the academic year, assessing the outcomes of school goals and objectives, and updating the College's various planning documents such as the facilities master plan.

Employees' attitudes towards student learning, institutional processes, and program review were captured in the Spring 2009 Employee Perception Survey (Doc. II.A.14). When asked about planning and program improvement, the majority of employees agreed or strongly agreed that the College facilitates ongoing dialogue about improving student learning and institutional processes (73%) and that program review is integrated into the college planning process (72%). A lesser majority agreed or strongly agreed that student learning is considered in institutional planning (68%) and that opportunities exist for input in the planning process (64%). These last two items also received high neutral ratings (neither agree nor disagree) and a high number of responses in the "Have not used this resource" category. When asked whether student learning outcomes were considered in program review, the majority of employees either agreed or strongly agreed (76%) even though a relatively high number of responses fell in the "I don't know" category (14%).

Planning Agenda

None.

II.A.2.g. If an institution uses departmental course and/or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Departmental examinations are conducted in English 049 (Basic Composition) in which a portfolio exit mechanism is utilized. The portfolio is a collection of students' "best work" as well as a representation of their progress as writers. The portfolio includes both in-class and out-of-class writing. The portfolios are graded via an inter-rater norming process where at least two (and sometimes three) faculty members grade each portfolio. A department-wide final examination is also conducted in MATH 038 (Pre-Algebra) using an agreed-upon rubric.

No programs require program-level examinations for graduation. However, a variety of programs prepare students for standardized examinations administered by external agencies such as the Federal Aviation Administration, California Commission on Peace Officer Standards and Training, and San Diego County Emergency Medical Services Authority.

In addition, some courses may allow students to either obtain course credit or proceed to the next level in a course sequence through the use of credit-by-examination or challenge exams. Each department identifies a limited number of courses that are eligible for credit-by-examination. The list of classes that are available for credit by examination is maintained in the Office of Instruction. Challenge exams are used in cases where students have petitioned to challenge a prerequisite requirement. Following student petition, the departmental faculty may administer and score the exam. Students who receive a passing score may have the prerequisite waived. However, students do not receive credit for the waived course.

Self Evaluation

The College ensures that departmental course examinations have high validity and reliability in measuring student learning. Moreover, departmental examination processes themselves are reviewed and modified to improve quality and student learning. For example, in 2008-09 the English Department changed its departmental exit examination from an in-class essay to the current portfolio examination. This modification resulted in a more authentic measure of student learning because it minimized test biases and facilitated the use of multiple methods of measuring student learning (five different writing samples are included in the portfolio). Since its implementation in spring 2009, the new portfolio examination process has facilitated an increase in passing rates,

from 82% in spring 2009 to 87% in fall 2009. Further research is planned to examine the success rates of students in follow-on courses.

Planning Agenda

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Faculty members are expected to define and assess SLOs for every course. In addition, more specific student learning objectives are established for every course and included as part of the course outline of record. Achievement of SLOs and student learning objectives are the primary way students demonstrate mastery of course content. Instructors assess student achievement of these measurable outcomes by using evaluation methods that are described in the course outline and SLO documentation form. Outlines are approved for every course through an extensive curriculum review process that ends with district-level approval. This process, described earlier, assures that units of credit for any course are consistent with accepted equivalencies in higher education.

San Diego Miramar College awards academic credits in accordance with Division 6, Chapter 6 (California Community Colleges: Curriculum and Instruction) of Title 5 of the California Code of Regulations. These regulations are consistent with the Carnegie unit model used as generally accepted norms in higher education.

The SDCCD Board of Trustees policies regarding grading standards are published in the college catalog (Doc. II.A.3), class schedule, and *Faculty Attendance and Accounting Manual* (Doc. II.A.59). These policies are consistent with the standards identified in Title 5 of the California Code of Regulations. The catalog also contains statements regarding the grading system and grading options, such as pass/no pass, withdrawals from a class, and incomplete and in-process grades.

As of April 2010, SLOs had been developed for 555 courses, representing 78% of the College's total course inventory. Three hundred and forty-two courses (48% of total course inventory) had been assessed at least once, and 142 (20% of total course inventory) had completed at least one full assessment cycle. While placement of the SLOs in course syllabi is occurring, the use of SLOs as the standard for awarding of credit is still being adapted. Currently, most courses still use student learning objectives (which are typically more specific statements of knowledge, skills, or abilities) as the standard for awarding credit.

Self Evaluation

San Diego Miramar College has completed the development stage of the student learning outcomes rubric, and is working on the proficiency criteria. (SLO Timeline to Proficiency, Doc. II.A.27). The College awards credit based on student achievement of the course's stated learning objectives.

Units of credit awarded are consistent with institutional policies that reflect generally-accepted norms or equivalencies in higher education.

Planning Agenda

Complete the SLO development for every course and continue to develop criteria and rubrics for assessment. Work to attain sustainable continuous quality improvement status on the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The College uses a set of criteria described in the catalog as the basis for awarding degrees and certificates. These include:

- GPA
- Completion of General Education requirements (for degrees)
- Completion of required major courses
- Completion of other college/district requirements (for degrees)
- Completion of a minimum number of units in the major
- Completion of a minimum overall number of units (for degrees)

These requirements are standardized across all district colleges. San Diego Miramar College has full-time evaluators who, with their colleagues at other district colleges, ensure consistency in the application of these criteria to the awarding of degrees and certificates.

Over the past six years, the College has developed program-level SLOs for all instructional programs following the initial leadership of the 21st Century Learning Outcomes Committee and the Title III grant (both now institutionalized into other existing college committees). These program-level SLOs were first published in the 2009-10 College Catalog (Doc. II.A.3) and on the college web site. To develop these, the College held a campus-wide flex training session during the 2007 Fall Convocation followed by a series of departmental faculty workshops in which faculty members worked collaboratively with the College's SLOAC coordinator to identify program-level SLOs. This effort included developing program-level SLOs for 18 new associate degree programs that were developed to meet university transfer requirements in accordance with guidance from the California Community College Chancellor's Office.

Next, the College needs to develop assessment methodologies for each program-level SLO. Some programs have begun work on developing these methodologies. As the programs develop assessment methods, criteria, and rubrics, authentic assessments for program outcomes will begin to formulate.

Self Evaluation

San Diego Miramar College awards degrees and certificates based on student achievement of a program's stated learning objectives.

Planning Agenda

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its Catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

San Diego Miramar College awards the associate in arts degree, the associate in science degree, and the certificate of achievement to students who complete specific major, district, general education, and other requirements as specified in the college catalog (Doc. II.A.3). As developed by district faculty members, general education outcomes are based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas (see District Procedure 5300.2):

- Critical thinking, writing, and oral communication
- Understanding and use of quantitative analysis
- Awareness of the arts and humanities
- Understanding of physical, social, and behavioral sciences as they affect diverse local and global communities

These themes are stated in the catalog as well as SDCCD Procedure 5300.2 (Doc. II.A.60). The general education program consists of 18 semester units that are divided into the following four areas (as mandated by Title 5, Section 55063, of the California Code of Regulations, Doc. II.A.61): natural sciences, social and behavioral sciences, humanities, and language and rationality. California law defines each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four.

The College provides the option for students to complete one of four different general education options, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the SDCCD general education core and competencies specified above. These options are:

- The SDCCD General Education Pattern and district requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
- The California State University General Education (CSU GE) Breadth Pattern
- The Intersegmental General Education Transfer Curriculum (IGETC) Pattern
- The SDCCD General Education Pattern (only available for some transfer-specific majors)

To enhance the scrutiny of courses proposed to be included in the general education curriculum, the District's Curriculum Instructional Council has altered its approval process for all general education courses. All general education courses are reviewed at the same time to ensure they meet specific requirements as outlined in District Policy on General Education 1.5.

Because general education courses are common to all three campuses in the District, courses proposed for general education are reviewed by discipline faculty, department chairs, school deans, and vice presidents of Instruction at each campus. This review consists of comparing the content and student objectives in the course to the standards and criteria established for various general education categories. Review is conducted at the college level by the Curriculum Committee and at the district level by the Curriculum Instructional Council. Final approval rests with the District's Board of Trustees (SDCCD Procedure 5300.2, Doc. II.A.60).

In 2008, San Diego Miramar College developed two new certificates of achievement for students who complete the CSU GE pattern or IGETC pattern. These new options, approved by the California Community College Chancellor's Office, provide greater flexibility in the program options available to the College's transfer students.

In 2007 and 2008, several forums were conducted to facilitate stakeholder input into the development of the College's institutional SLOs and general education pattern SLOs. These included a series of dialogues with the campus community that resulted in the identification of San Diego Miramar College's institutional SLOs, which are based on the U.S. Department of Labor's SCANS (Secretary's Commission on Achieving Necessary Skills). Following that dialogue, each department identified courses that met the various institutional SLOs. As of April 2009, 550 courses, representing 76% of the College's total course inventory, had been mapped to one or more institutional SLOs.

In 2009, the College also identified SLOs for its general education pattern, in collaboration with the other district colleges. These SLOs were reviewed and approved by the Academic Senate and are published in the college catalog.

Self Evaluation

San Diego Miramar College requires that all academic and vocational degree programs include a component of general education based on a carefully considered philosophy that is clearly stated in the college catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Planning Agenda

None.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The basic content and methodology of traditional areas of knowledge in general education are determined by Title 5 of the California Code of Regulations as follows:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(Title 5 section 55063, Doc. II.A.61).

As explained in II.A.3 above, general education courses are common to all three campuses in the District, so courses proposed for general education are reviewed by discipline faculty, department chairs, school deans, and vice presidents of Instruction at each campus. This review consists of comparing the content and student objectives in the course to the standards and criteria established for various general education categories. Review is conducted at the college level by the Curriculum Committee and at the district level by the Curriculum Instructional Council. Final approval rests with the District's Board of Trustees (SDCCD Procedure 5300.2, Doc. II.A60).

San Diego Miramar College has developed SLOs for the College's general education program, which includes specific SLOs pertaining to the content and methodology of each of the major areas of knowledge. Students achieve the general education SLOs by successfully completing an approved course in each general education category. The College is in the process of developing and assessing student achievement of SLOs in each general education course.

All course outlines require the identification of content and methodology – including student objectives, topics, methods of instruction, methods of assessment, and reading, writing, outside, and critical thinking assignments – that support achievement of the course SLOs. All outlines are developed and reviewed by discipline faculty as well as the college Curriculum Committee and the district Curriculum Instructional Council (SDCCD Procedure 5300.2, Doc. II.A60).

The College's general education SLOs are listed in the catalog (Doc. II.A.3). As of April 2010, SLOs had been developed for 555 courses, representing 78% of the College's total course inventory. Three hundred and forty-two courses (48% of total course inventory) had been assessed at least once, and 142 (20% of total course inventory) had completed at least one full assessment cycle.

Self Evaluation

The College's general education patterns have comprehensive learning outcomes for students who complete them, including an understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.

Planning Agenda

None.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

As described in II.A.3, San Diego Miramar College's general education program contributes to the education of career and transfer students and is guided by Title 5, section 55063 (Doc. II.A.61) of the California Code of Regulations. The general education program consists of 18 units and is

divided into four areas. To receive an associate degree, students attending San Diego Miramar College must complete the following: (a) six units in language and rationality: English composition, communication, and analytical thinking; (b) three units in natural science: life science and physical science; (c) three units in humanities; (d) three units in social and behavioral sciences; and (e) three additional units in one of the four areas. Each area has specific SLOs and courses designed to meet these outcomes. Courses in area (a) enable students to apply the principles and applications of language toward logical thought and thinking critically. Courses in area (b) include training in scientific methods and exploration of specific ways of relating to the physical and biological elements of human experiences. Courses in area (c) study the cultural activities and artistic expressions of human beings. Courses in area (d) focus on how people act and have acted in response to their societies (Doc. II.A.3).

SLOs and objectives are the standards by which instructors determine if students meet the expected skill levels. These are included in course outlines and reviewed regularly, as described above.

Self Evaluation

San Diego Miramar College provides general education with comprehensive learning outcomes to develop skills which include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda

None.

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Additional district requirements for the associate degree address ethics, effective citizenship, personal wellness, diversity, and cultural awareness. Courses in American institutions and California government provide knowledge of democracy and enable students to contribute as responsible and constructive citizens. Health and physical education courses help students to understand and manage themselves and to develop personal responsibility and teamwork skills. Multicultural studies expose students to knowledge from culturally-diverse perspectives and develop a spirit of openness for and understanding of other cultures and lifestyles (Doc. II.A.3). These courses have SLOs, some of which are in the assessment phase. The College has developed SLOs for degree and certificate programs and the themes addressed by this standard, but has not yet identified a way to assess concepts like citizenship and cultural sensitivity. The College is reviewing best practices in assessment from other institutions and looks forward to identifying a means of assessing these outcomes.

Faculty members developed the themes to be included in the College's GE patterns and seek to include these in their courses. Some obvious examples include historical sensitivity in history course offerings and political and social responsibility in the political science offerings. These themes also appear, however, in unrelated courses (such as CTE offerings), in programs (such as service learning), and in clubs and organizations on campus (such as the Associated Students Organization).

Self Evaluation

San Diego Miramar College provides general education offerings that provide recognition of what it means to be an ethical human being and effective citizen. Qualities include: an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Results from employee perception and student satisfaction surveys show that both employees and students generally agree that the College's general education offerings contribute to student development as a well-educated and effective citizen. In the Spring 2009 Employee Perception Survey (Doc. II.A.14), 70% of respondents agreed or strongly agreed that "the College encourages personal, aesthetic, and intellectual development in students"; another 22% neither agreed nor disagreed. Sixty-nine percent agreed or strongly agreed that "the College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity"; another 20% neither agreed nor disagreed. In the Spring 2009 Student Satisfaction Survey (Doc. II.A.39), the majority of students agreed or strongly agreed (70%) that their college experience has contributed to a better understanding and appreciation of diversity. Similarly, 71% of students agreed or strongly agreed that their college education helped them understand themselves better. More students agreed that they have gained knowledge in different subject areas (84% agreed or strongly agreed). Students also responded that they had learned about other parts of the world and other cultures (63% agreed or agreed strongly). However, a relatively high percentage of students were neutral (26%). Similarly, 68% of respondents agreed or strongly agreed they had improved their interpersonal skills by interacting with people on campus. This item also received a relatively high number of neutral responses (23%).

Planning Agenda

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All instructional programs that lead to an associate degree at San Diego Miramar College are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core/area of emphasis. These are listed in the college catalog (Doc. II.A.3).

Self Evaluation

All of the College's degree programs include focused study in at least one area of inquiry which is typically 18 units in the discipline or related disciplines. All of San Diego Miramar College's degree programs meet State Chancellor's Office requirements for degree compliance, including a concentration of units in a discipline or related disciplines.

Planning Agenda

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The skills competency of students enrolled in vocational and occupational programs are documented in several ways, depending on the individual program. Competency levels are evaluated by written tests, oral examinations or presentations, portfolios, and/or via demonstration by practical application projects or checkouts. Verification of skills competencies is documented with a certificate according to the preferred industry standards and employment requirements, as specified in the Occupational Outlook Report (Doc. II.A.62) or other reference sources.

Students enrolled in programs leading to state, federal, or professional certification or licensures achieve competencies according to the licensing agency's procedures and requirements:

- Students completing the Aviation Maintenance Technology: Airframe and/or Powerplant programs are prepared to test for the mechanic's certificate with airframe and/or powerplant ratings through the FAA. Courses are taught in accordance with FAA requirements for time and content (*FAA Aviation Instructor's Handbook, 1999*, Doc. II.A.63; Federal Aviation Regulations, part 147, Doc. II.A.64). The program is reviewed and accredited by the FAA (certificate available for review in room F-108).
- Students completing the pilot preparation courses in the Aviation Operations Program are prepared for licensing through the FAA in five different ratings: Private Pilot, Commercial Pilot, Instrument, Flight Instructor, and Flight Instructor Refresher. Courses are taught in accordance with FAA requirements for time and content, as per Federal Aviation Regulations, part 141 (*FAA Aviation Instructor's Handbook, 1999*, Doc. II.A.63; Federal Aviation Regulations, part 141, Doc. II.A.65). All instructors teaching flight instruction courses hold current FAA Certified Flight Instructor or Advanced Ground Instructor certificates. The program is reviewed and re-accredited by the FAA on a regular basis (FAA Accreditation Certificate, Doc. II.A.66).
- The California Commission on Peace Officer Standards and Training (POST) provides certification for certain Administration of Justice coursework and programs (*POST Administrative Manual, Section D – Training*, Doc. II.A.67). As part of the certification process, POST conducts regular and continuous audits and reviews. Students completing these programs receive certification through the California POST system (*POST Administrative Manual, Ch. 7 – Certificates*, Doc. II.A.68). Approximately 85% of students successfully complete the POST-certified regional academy.
- Fire Protection Technology courses and programs are taught in accordance with state fire training standards (*State Fire Training Course Information Manual*, Doc. II.A.69). Students completing the firefighting academy course are prepared for certification through the California State Fire Training System following additional experience requirements. The program is certified by the Statewide Training and Education Advisory Committee (STEAC).
- Emergency Medical Technician courses are taught in accordance with California Emergency Medical Services Authority requirements (Doc. II.A.70). The program is reviewed and accredited by the San Diego County Emergency Medical Services Authority. Upon completion of certified coursework, students are prepared for the San Diego County Emergency Medical Services Certification Examination. Approximately 88% of students who complete these courses pass the National Registry of Emergency Medical Technician Cognitive Examination. This passing rate compares favorably to the national average of 76%.
- Students completing the Paralegal Program earn degrees and certificates in compliance with ABA approval guidelines (Guidelines for the Approval of Paralegal Education Programs, ABA, 2008, Doc. II.A.71). The program is reviewed and accredited by the American Bar Association every seven years, with an interim report required every three years.
- The Child Development Program offers coursework, training, and supervised practicum experiences to meet State of California Child Development Permits and the California State Department of Social Services, Title XXII Community Care Licensing (Doc. II.A.72). In addition, the Child Development Department operates an on-campus Child Development Center which is used as a practical learning center for the College's course offerings as well as a facility to provide early childhood education programs to the children of San Diego Miramar College students. The center is licensed through the State of California Child Development Division in accordance with California Code of Regulations Title 22 and Title 5 provisions. The Child Development Division performs an on-site review every three years. The center is accredited by the National Association for the Education of Young Children, which is renewed every five years.
- The Automotive Technology Program provides all training required for state licensing as well as for areas tested for national ASE certification. All program instructors are ASE certified in the areas they teach. The program itself is accredited by the National Automotive Technicians Education Foundation (NATEF) and licensed by the California Bureau of Automotive Repair (for smog certification) training (Doc. II.A.73). The program is reviewed and re-accredited on a regular basis. The program's NATEF accreditation is current through January 2011 (Doc. II.A.74). Students are provided internship opportunities at Toyota/Lexus and Honda/Acura dealers, as well as independent and franchise shops. Upon completion of the coursework and internships, students have the opportunity for full-time employment at dealerships and shops.
- Students completing the Fitness Specialist Certificate Program are prepared as candidates for the National Academy of Sports Medicine, American Council on Exercise, Aerobics and Fitness Association of America, and the National Strength and Conditioning Association Certified Personal Trainer certification examinations (*NASM-CPT Certification Candidate Handbook*, Doc. II.A.75).

Each one of the vocational programs that prepares students for licensure or certification must

maintain program standards of instruction and content in accordance with the applicable licensing organization and its regulations. Faculty program directors in the Aviation Maintenance Technology, Aviation Operations, Administration of Justice, Fire Protection Technology, Emergency Medical Technician, Paralegal, Child Development, Automotive Technology, and Fitness Specialist programs are responsible for ensuring programs and facilities meet all requirements and standards.

Self Evaluation

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The vocational and occupational programs at San Diego Miramar College are closely connected to the licensing and certification entities of the industries they serve. The programs are updated according to new and changing industry requirements. As such, the programs maintain licensing standards and curriculum content to prepare students for employment and external licensure and certification.

Planning Agenda

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College's students and prospective students are assured of clear and accurate information about the College through the college catalog (Doc.II.A.3), which is available on the college web site and as printed copies. College-wide requirements for the certificate of achievement and the associate degree are described in detail in the "Academic Requirements" section of the catalog. This description includes the following categories of requirements for the associate degree:

- Unit requirements
- Major or Area of Emphasis requirements
- General Education requirements
- District competencies

The purpose, content, course requirements, and expected SLOs for each program are described in detail in the "Degree Curricula and Certificate Programs" section of the catalog. Each program includes the following informative sections:

- Description

- Program learning outcomes
- Career options
- Transfer information (for transfer level programs)
- Course requirements for each certificate and degree included in the program

In addition, many programs list supplemental information helpful to students and prospective students, including:

- Alternate sources of academic credit
- Preparation for state, federal, or professional licensure or certificates
- Residency requirements
- Program enrollment prerequisites and procedures
- Program-specific agency accreditation (such as ABA or FAA accreditation)
- Recommended electives
- General education options

The catalog is updated annually to reflect current degree and certificate programs, course requirements and offerings, program descriptions, prerequisites/advisories, and other information useful to students and prospective students. In addition, San Diego Miramar College students receive pamphlets and brochures for career and technical programs that identify the program's attributes as well as its expected learning outcomes and career options.

For every class, instructors use the course outlines and associated SLOs as the foundation for development of section-specific syllabi, which are then distributed to students. All instructors are required to submit syllabi (example, Doc. II.A.76) to their school dean and department chair at the beginning of each semester. These syllabi are used to verify adherence to the course content, objectives, and SLOs established for the course and also serve as reference documents in the case of student questions or complaints. Syllabi remain on file in the dean's office for at least two years.

In addition to the scrutiny of syllabi, the College ensures adherence to the course content, objectives, and learning outcomes through in-class observations (including online class observations), student evaluations, and course-specific standardized SLO data gathering and assessment procedures.

Self Evaluation

San Diego Miramar College assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The College describes its degrees and certificates in terms of their purpose, content, course requirements, and expected SLOs. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially-approved course outline.

Planning Agenda

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer credit policies and information are detailed in the college catalog. These policies are of two types: "incoming" credit accepted from other institutions and applied toward College degrees and certificates, and "outgoing" credit articulated to other institutions.

"Incoming" credit policies are specified by SDCCD Policy 3900 (Doc. II.A.77), which covers credit awarded through course articulation, credit by examination, standardized tests, and military school and service credit. The processes for awarding such credit are detailed in the following SDCCD procedures:

- 3900.1: Credit by Examination (Doc. II.A.78)
- 3900.2: Credit for Non-College Credit Vocational Courses (Doc. II.A.79)
- 3900.3: Credit Available through Military Experiences (Doc. II.A.80)
- 3900.4: Credit Available for Standardized Testing Programs (Doc. II.A.81)
- 3900.5: Credit Available for Courses Completed through Program on Non-Collegiate Sponsored Instruction (PONSI, Doc. II.A.82)

"Incoming" transfer coursework and other sources of credit are reviewed to ensure that the learning outcomes for these courses are comparable to the learning outcomes for San Diego Miramar College's courses. This review may occur in one of two ways. First, articulated sources of credit are reviewed and approved by the college faculty. For example, faculty members thoroughly review advanced placement (AP) test information and data before deciding whether AP credit may be used in lieu of specific college coursework to meet degree requirements. Second, sources of credit that have not been articulated are reviewed on a case-by-case basis by college evaluators, who use course descriptions, course outlines, and/or syllabi to determine comparability to college courses. When in doubt, the evaluators consult discipline faculty to determine course comparability. Both articulation and evaluation methods of review include a comparison of course content, scope, rigor, assessments, and expected SLOs. No transfer credit is included in a student's educational plan until official transcripts are on file. Students with coursework from foreign institutions are referred to outside evaluation services according to district policy.

"Incoming" transfer coursework and other sources of credit are publicized in the "Academic Information and Regulations" section of the college catalog (Doc. II.A.3). This section includes information on:

- Transferability of credits from other regionally-accredited institutions
- Academic credit for nontraditional education

- Credit by examination
- Credit for non-college credit vocational courses
- Credit for military experiences

Information about "outgoing" transfer course credit is detailed in the "Transfer Guide" section of the college catalog and in more detail in a stand-alone Transfer Guide published as a separate workbook used by students and counselors (Doc. II.A.83-84). Both of these references are designed to help students navigate the transfer process. They include:

- Descriptions of the transfer process and different educational options available to community college students
- Resources for choosing a university major and transfer university
- Descriptions of the various university systems and segments to which students commonly transfer
- Articulation information, including information on how San Diego Miramar College courses fulfill transfer university baccalaureate credit, general education, and preparation for major requirements
- University admission application information
- Actions for students to take after being admitted to a university

The catalog and stand-alone Transfer Guide also contain detailed information on how San Diego Miramar College courses fulfill the IGETC and CSU GE transfer general education patterns. All course descriptions in the catalog also specify whether the course is accepted for credit at the UC or CSU systems as well as any limitations on credit that may apply. The college Transfer Center and Counseling Office also publish and distribute a number of flyers containing information about transfer to the College's most popular transfer universities.

In addition to print resources, transfer information and articulation agreements are available on the Transfer Center web site at www.sdmiramar.edu/transfer. This web site includes information on transfer guarantee agreement programs, important dates and deadlines, transfer workshops, and articulation agreements. The articulation portion of the Transfer Center web site contains detailed information about each university with which San Diego Miramar College has developed formal articulation agreements. In addition to the actual articulation agreements, these pages include detailed guidance for students on minimum admission requirements, recommended transfer coursework, admission procedures, special programs, and links to more information about the university.

Using the resources described above, counselors help students formulate their educational goals and develop education plans designed to ensure the appropriate preparatory coursework is completed prior to transfer. Counseling services are provided in one-on-one counseling appointments, transfer-related student workshops, "drop in" visits, and large campus events such as Transfer Day. Transfer counseling is available to distance education students through district-wide online counseling services provided by San Diego City College and San Diego Miramar College counselors. The Transfer Center also invites representatives from other institutions to the College to hold workshops for students intending to transfer to those campuses.

Policies for the development of both "incoming" and "outgoing" articulation agreements are specified in SDCCD Policy 5300 (Doc. II.A.85). Specific procedures and responsibilities are detailed in SDCCD Procedure 5300.2, section 13 (Doc. II.A.86). This document includes the process for developing "incoming" articulation agreements from high schools and military service schools. It also details the procedures for developing the following kinds of "outgoing" articulation:

- Proposing courses for baccalaureate credit
- Proposing courses for transfer general education patterns and other university graduation requirements
- Developing guaranteed transfer agreements
- Developing course-to-course and major preparation agreements

San Diego Miramar College has a full-time, contract faculty articulation officer responsible for developing and implementing both "incoming" and "outgoing" articulation agreements. This work is conducted in conjunction with faculty, staff, and administrators at the College, other SDCCD colleges, the district office, and partner institutions entering into the agreements. All completed articulation agreements are posted on or linked to the Transfer Center web site at www.sdmiramar.edu/transfer (example, Doc. II.A.87). Articulation agreements with California public institutions are posted on www.assist.org (example, Doc. II.A.88), which is the official repository of all intersegmental articulation agreements for California public institutions. For public institutions, the articulation pages on the San Diego Miramar College Transfer Center web site link directly to the appropriate agreements in ASSIST. In addition, baccalaureate credit, general education, and some "incoming" articulation agreements are detailed in the catalog and stand-alone Transfer Guide. These articulation resources constitute the basic tools used by counselors in developing student transfer education plans.

Policies and catalog information on the transfer of coursework in and out of the institution are reviewed on a periodic basis by the articulation officers at all campuses of the District (example, Doc. II.A.89), district Instructional Services staff, and the district Curriculum Instructional Council. In addition, each individual articulation agreement is reviewed on an annual, biannual, or triennial basis by the college articulation officer, based on the duration of the agreement and the number of students who transfer from or to the partner institution. As of March 2010, San Diego Miramar College had active articulation agreements with 49 universities, 30 high schools, and the U.S. Navy.

Self Evaluation

Clearly stated transfer-of-credit policies have been developed by the College to facilitate the mobility of students without penalty. Evaluators review transcripts and compare them with the College's course learning outcomes to determine which courses are acceptable for transfer. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Planning Agenda

None.

II.A.6.b. When programs are eliminated or program requirement are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Each academic department at San Diego Miramar College regularly reviews courses and programs to determine if modifications are needed in order to continue to meet the program's goals and SLOs. This review occurs as part of the program review process, but departments may also revise programs at other times if needed. Programs are modified through the addition or removal of course requirements. All such changes must be approved by the College Curriculum Committee, the District's Curriculum Instructional Council, and the Board of Trustees (SDCCD Procedure 5300.2, Doc. II.A.60). Program modifications take effect in fall semesters when the new academic year's catalog is published. Minor changes to programs are reported to the California Community College Chancellor's Office (CCCCO) as an information item. Major changes to programs must be approved by the CCCCO prior to implementation. Substantive changes, as defined by ACCJC/WASC, must be submitted as a Substantive Change Proposal for approval according to policy.

Students are notified of program changes by their current course instructors, counselors, and the college catalog. Students may establish catalog rights to the college catalog in effect at the time they began their studies at San Diego Miramar College or at the time they petition to graduate (Miramar Catalog, pg. 79, Doc. II.A.3). In effect, students may follow the old or new program. For example, in response to a change in Title 5, MATH 095 was revised and renumbered, effective for the 2009-2010 College Catalog. The revised course, MATH 046, is a basic skills course and therefore is not applicable to the associate degree. Students who qualify for a degree under a previous catalog retain the right to use Math 095 if they have completed it, but the course is no longer offered.

College counselors assist students in modifying their education plans to address program changes. Students may also petition to graduate with different requirements when courses required for a student's intended program are no longer offered. Student catalog rights and the petition process extend to programs that have been eliminated. Therefore, a student may receive a degree or certificate in a program that was discontinued in the past and no longer appears in the college catalog. For example, in 2008, the College deactivated its Transfer Studies and Liberal Arts degrees in order to comply with Title 5 regulations. They were replaced by a series of new transfer-oriented degrees and certificates. Students who established catalog rights to an earlier catalog that included Transfer Studies or Liberal Arts may still receive these degrees. However, if students break continuous enrollment, they are no longer eligible to follow the original catalog and must complete the requirements of the revised or new program.

Self Evaluation

If programs were to be eliminated or program requirements are significantly changed, the institution is committed to develop a plan that would ensure that enrolled students may complete their education in a timely manner with a minimum of disruption.

Planning Agenda

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its Catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

San Diego Miramar College reviews its institutional policies, procedures, and publications on both a campus and district level annually to assure accuracy and integrity in all representations of its mission, programs, and services.

The catalog (Doc. II.A.3) is rigorously reviewed and updated annually by the Instructional Services and Student Services offices for the following:

- Instructional information: degree and certificate requirements; transfer policies and requirements; course information; academic policies and procedures; and educational resources
- Student services programs: counseling, transfer, disability support, career, veteran, library, tutoring, student organization, and other student programs
- Financial obligations: student fees, financial aid, and fee refund policies
- Admission and registration procedures: matriculation program, residence requirements, academic calendar, and course enrollment
- Names of administrators, faculty, and governing board

During the review process, the catalog undergoes several drafts, with reviews by the vice presidents of Instruction and Student Services, the area deans, curriculum specialists, the articulation officer, and department chairs. Student Services departments, such as Counseling, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Students Programs and Services (DSPS), the Transfer Center, and Evaluations also review their respective sections and correct each draft as needed. Final catalog changes are again reviewed by the District's Instructional Services Office staff prior to being published in print and on the college and district web sites.

Information on student achievement is published in the "Academic Information and Regulations" section of the catalog. This information includes completion and transfer rates for all certificate, degree, and transfer-seeking first-time, full-time students. This information is prepared by the District IRP Office and is updated annually as part of the regular catalog revision process described above. The District also publishes a variety of student achievement information, including data on degrees and certificates, transfer, GPA, completion rates, retention, and persistence. This information is available to the public on the District IRP Office web site at http://research.sdccd.edu/.

The College has an extensive web site that includes sections designed for prospective students, current students, faculty and staff, and the community. The web site has a wide variety of information such as: course offerings; schedule of classes; program services information; new student orientation; links to on-line application, registration, and other student web services; staff directory; participatory-governance committee documents and activities; a comprehensive calendar of events; press releases; and campus news updates. The College also has a Website Subcommittee whose parent committees are the Marketing and Outreach Committee and Technology Committee. This participatory-governance subcommittee reviews and develops content for the comprehensive college Internet presence. It reviews the site regularly for accuracy and notifies departments when updated information is needed. The College is currently working on a major change to the web site that will allow users to post content to their pages without going through the webmaster for every modification.

A general college viewbook, a comprehensive set of Instruction and Student Services program 4x9 rack cards, and various flyers are published by the Public Information Office, with assistance by the Marketing and Outreach Committee, utilizing a consistent look and theme, contemporary color palette, graphic elements, and approved photos and fonts. Rack cards and flyers are deemed more effective than program brochures, as content changes often render brochures inaccurate or outdated. Abbreviated information on the rack cards directs readers to the web site, which is updated regularly. Higher end, color program brochures for vocational fields of study are occasionally funded by VTEA for targeted outreach. These brochures coordinate with the rack cards, flyers, and web site. Display racks that feature the entire series of cards and other college publications have been installed at high-traffic locations on campus, and others are planned for installation in the next two years at high school counseling/career centers. A traveling rack is also used at community street fairs and outreach events.

Faculty and staff members are informed of college activities, staffing changes, important news, and information to be shared with students via regularly-scheduled participatory-governance meetings (such as Academic Affairs, Academic Senate, Classified Senate, managers', and deans' meetings) and campus-wide publications such as the monthly College e-News Newsletter, available on the San Diego Miramar College web site and e-mailed to all college employees. The student newspaper, *The Sage*, provides information to the entire campus community about college events and occasional faculty profiles.

Self Evaluation

San Diego Miramar College effectively and consistently communicates current information through a variety of electronic and printed means to students, faculty, staff, and the broader local community.

Planning Agenda

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

In spring 2009, the SDCCD Board of Trustees approved two documents pertaining to academic freedom; one for faculty and one for classified staff members. In addition, statements of academic freedom are present in the collective bargaining agreements with faculty and the Faculty and Staff Handbook (Doc. II.A.38, Doc. II.A.90).

Self Evaluation

San Diego Miramar College's operation is consistent with this standard's requirement.

Planning Agenda

None.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted view in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Policies pertaining to academic freedom and freedom of expression were approved by the SDCCD Board of Trustees in spring 2009 (SDCCD Policy 4030, Doc. II.A.91). These policies include statements about the distinction between personal conviction, governed by the freedom of expression policy, and professionally-accepted views in a discipline, governed by the academic freedom policy.

In addition, the AFT Faculty Contract (Doc. II.A.92) includes a statement of ethics modeled from the American Association of University Professors (AAUP) Ethics Statement that includes expectations of faculty members. This statement is presented as Faculty Rights and Responsibilities in the college catalog (Doc. II.A.3) and expresses the college faculty's commitment to exercising critical self-discipline and judgment in using, extending, and transmitting knowledge. This commitment includes intellectual honesty, respect for the opinions of others, and a pledge to free and open inquiry.

Self Evaluation

The College added a statement in the *Faculty & Staff Handbook* regarding the separation between personal conviction and professionally-accepted views within a discipline based on input after the last accreditation visit.

Employees believe that academic freedom is supported by the College. In the Spring 2009 Employee Perception Survey (Doc. II.A.14), 71% of respondents agreed or strongly agreed that "the College supports academic freedom"; 19% neither agreed nor disagreed, and 7% indicated that they did not know.

Planning Agenda

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The governing policy concerning student academic honesty is articulated via board-adopted policy and procedures and appears in SDCCD Policy 3100, "Student rights, responsibilities, and Administrative Due Process" (Doc. II.A.93) and Procedure 3100.3, "Honest Academic Conduct" (Doc. II.A.94), updated in January 2009. In addition, specific policies, rules, and regulations regarding academic honesty and the sanctions for violation are clearly stated in the Faculty and Staff Handbook (Doc. II.A.90), AFT Contract (Doc. II.A.38), catalog (Doc. II.A.3), and schedule of classes. These documents include information on student rights and responsibilities, codes of conduct, academic honesty, plagiarism, cheating, and grievance procedures.

The College has also created a series of handouts related to academic honesty for instructors. These handouts include guidelines for addressing academic honesty in the classroom (Doc. II.A.97), a sample contract to uphold academic honesty (Doc. II.A.96), a sample letter notifying students of academic dishonesty (Doc. II.A.97), and sample statements for syllabi on academic honesty (Doc. II.A.98). These documents are available on the College web site and are provided to instructors during orientation sessions.

Self Evaluation

The College provides clear expectations concerning academic honesty and clearly articulates sanctions for violation in a number of publications readily available for the students and faculty at San Diego Miramar College.

Planning Agenda

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The College clearly communicates the specific codes and standards of conduct expected of faculty, staff, administrators, and students via several documents. The guiding policy for the code of conduct for students is Policy 3100, "Student rights, responsibilities, and Administrative Due Process" (Doc. II.A.93). Specific rules and regulations of this policy are listed in the catalog, schedule of classes, and other publications. The code of conduct for college faculty is embodied in the statement of Faculty Rights and Responsibilities published in the catalog and described above. Codes of conduct for faculty, staff, and administrators are also listed in the various contracts for these employee categories. In addition, the Academic Senate updated its Professional Code of Ethics in 2008 and its Professional Standards and Ethics Committee Procedure in 2007; both documents are published on the senate's web site.

The College provides clear expectations concerning academic honesty and sanctions for violation in a number of publications available in hard copy and electronically for the students and faculty at the College.

Information concerning academic honesty and sanctions for violation was added to the Faculty and Staff Handbook (Doc. II.A.90) (formerly the Faculty Guide to Success and the Instructor's Survival Guide) in 2008. Sections including this information describe the instructor's role in notifying students of standards of academic honesty. The related district policy (SDCCD Policy 3100) is referenced, along with steps the instructor should take when an instance of plagiarism or cheating is identified. This section was also enhanced to include additional resources to support faculty in addressing academic dishonesty and student rights and responsibilities. The statement regarding the separation of personal conviction and professional accepted views was included in the Faculty and Staff Handbook in spring 2010.

Self Evaluation

San Diego Miramar College employees have complete access to all the documents pertaining to the requirement of this standard. The College enforces all of the required codes and policies.

Planning Agenda

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

San Diego Miramar College currently has no such programs. However, the Diversity/International Education Committee provides study abroad opportunities for college students. Faculty members can teach, and students can study in foreign countries through the San Diego and Imperial Counties Community College Association (SDICCCA) Study Abroad Program.

Self Evaluation

Not applicable.

Planning Agenda

None.

SUPPORTING DOCUMENTATION FOR STANDARD II.A.

Doc. II.A.1 San Diego Miramar College Strategic Plan FY 2007-13

Doc. II.A.2 Tallies Miramar Sections 013010

Doc. II.A.3 San Diego Miramar College Catalog

Doc. II.A.4 College Program Inventory Report

Doc. II.A.5 Program Review / SLOAC (Student Learning Outcome Assessment Cycle) Guidebook

Doc. II.A.6 2009-10 CWMP Production Timeline

Doc. II.A.7 PR Programs and Cycle

Doc. II.A.8 College Governance Handbook, p. 35

Doc. II.A.9 Summary of Proposed Changes to PR/SLOAC

Doc. II.A.10 Program Review Annual Report Form

Doc. II.A.11 Course SLOAC Report Form

Doc. II.A.12 CCC System Office Program and Course Approval Handbook

Doc. II.A.13 Miramar College Fact Book, 2009

Doc. II.A.14 The 2009 Employee Perception Survey

Doc. II.A.15 CSU General Education Course List by Area

Doc. II.A.16 IGETC Course List by Area

Doc. II.A.17 Miramar College Basic Skills Report, 2009

Doc. II.A.18 Title 5 section 55204

Doc. II.A.19 Title 5 section 55206

Doc. II.A.20 Quality Assurance for Distance Education at the SDCCD

Doc. II.A.21 Basic Skills MATH Course Data for 2008-2009

Doc. II.A.22 Tallies Miramar Sections 021610

Doc. II.A.23 ACCJC Letter of March 18, 2009

Doc. II.A.24 CCC State Chancellor's Office DataMart

Doc. II.A.25 Academic Senate Meeting Minutes 100316

Doc. II.A.26 Example Course SLOAC Report Form – SPAN 101

Doc. II.A.27 SLO Timeline to Proficiency

Doc. II.A.28 Title 5 section 55002

Doc. II.A.29 CCC Chancellor's Office Program and Course Approval Handbook, Third Edition, p. 2-6

Doc. II.A.30 Good Practices for Course Approval Processes

Doc. II.A.31 The Course Outline of Record: A Curriculum Reference Guide

Doc. II.A.32 Courses of Instruction and Educational Program Approval

Doc. II.A.33 Substantive Change Proposal for Distance Education Programs

Doc. II.A.34 Components of a Model Course Outline of Record

Doc. II.A.35 Stylistic Considerations in Writing Course Outlines of Record

Doc. II.A.36 Curricunet User's Guide

Doc. II.A.37 Integrated Course Outline Guide

Doc. II.A.38 Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

Doc. II.A.39 Spring 2009 Student Satisfaction Survey

Doc. II.A.40 Teaching Institute Schedule

Doc. II.A.41 IA Research Request

Doc. II.A.42 Online Course Satisfaction Report

Doc. II.A.43 CCTI Project Summary

Doc. II.A.44 CCTI Final Report

Doc. II.A.45 Example PR student success data

Doc. II.A.46 Example PR productivity data

Doc. II.A.47 2008 Student Equity Report

Doc. II.A.48 BRIC Application

Doc. II.A.49 Campus Data Facilitation/Collaborative Inquiry Sessions, 2009/10

Doc. II.A.50 Environmental Scan 2008-09

Doc. II.A.51 Environmental Scan 2008-09

Doc. II.A.52 Budget and Resource Development Update

Doc. II.A.53 College Executive Committee Minutes 10Mar2009

Doc. II.A.54 2009-10 Ranked College- Wide Priorities

Doc. II.A.55 Academic Affairs and Academic Senate Minutes, November 20, 2008

Doc. II.A.56 Academic Affairs and Academic Senate Minutes, February 3, 2009

Doc. II.A.57 Academic Affairs and Academic Senate Minutes, March 19, 2009

Doc. II.A.58 Academic Affairs and Academic Senate Minutes, May 3, 2009

Doc. II.A.59 Class Schedule, and Faculty Attendance and Accounting Manual

Doc. II.A.60 SDCCD Procedure 5300.2

Doc. II.A.61 Title 5, Section 55063, of the California Code of Regulations

Doc. II.A.62 Occupational Outlook Report

Doc. II.A.63 FAA Aviation Instructor's Handbook, 1999

Doc. II.A.64 Federal Aviation Regulations, part 147

Doc. II.A.65 Federal Aviation Regulations, part 141

Doc. II.A.66 FAA Accreditation Certificate

Doc. II.A.67 POST Administrative Manual, Section D – Training
Doc. II.A.68 POST Administrative Manual, Ch. 7 – Certificates
Doc. II.A.69 State Fire Training Course Information Manual
Doc. II.A.70 California Emergency Medical Services Authority requirements
Doc. II.A.71 Guidelines for the Approval of Paralegal Education Programs, ABA, 2008
Doc. II.A.72 Title XXII Community Care Licensing
Doc. II.A.73 California Bureau of Automotive Repair training
Doc. II.A.74 NATEF accreditation
Doc. II.A.75 NASM-CPT Certification Candidate Handbook
Doc. II.A.76 Syllabi Example
Doc. II.A.77 SDCCD Policy 3900
Doc. II.A.78 3900.1: Credit by Examination
Doc. II.A.79 3900.2: Credit for Non-College Credit Vocational Courses
Doc. II.A.80 3900.3: Credit Available through Military Experiences
Doc. II.A.81 3900.4: Credit Available for Standardized Testing Programs
Doc. II.A.82 3900.5: Credit Available for Courses Completed through Program on Non-Collegiate Sponsored Instruction (PONSI)
Doc. II.A.83 "Transfer Guide" section of the College Catalog
Doc. II.A.84 Transfer Guide published as a separate workbook used by students and counselors
Doc. II.A.85 SDCCD Policy 5300
Doc. II.A.86 SDCCD Procedure 5300.2, section 13
Doc. II.A.87 Completed Articulation Agreements example at Transfer Center website at www.sdmiramar.edu/transfer
Doc. II.A.88 Examples of Articulation agreements with California public institutions found at www.assist.org
Doc. II.A.89 Policies and Catalog information on the transfer of coursework in and out of the institution
Doc. II.A.90 Faculty and Staff Handbook
Doc. II.A.91 SDCCD Policy 4030
Doc. II.A.92 American Federation of Teachers AFL-CIO College Faculty Agreement with San Diego Community College District
Doc. II.A.93 SDCCD Policy 3100, "Student rights, responsibilities, and Administrative Due Process"
Doc. II.A.94 Procedure 3100.3 "Honest Academic Conduct"
Doc. II.A.95 A series of handouts for instructors related to academic honesty
Doc. II.A.96 A sample contract to uphold academic honesty
Doc. II.A.97 A sample letter notifying students of academic dishonesty
Doc. II.A.98 A sample statement for syllabi on academic honesty

STANDARD TWO

STUDENT LEARNING PROGRAMS AND SERVICES

Standard Coordinator: Kathy Werle,
Vice President of Instruction

STANDARD IIB: STUDENT SUPPORT SERVICES

Co-Chairs:
Peter Fong/Adela Jacobson, Administrator
Erica Murrietta, Faculty
Alice Nelson/Kare Furman, Classified

Members:
Corri Ort, Faculty
David Navarro, Faculty
Wendy Stewart, Faculty
Kevin Petti, Faculty
Joseph Hankinson, Classifed
Edith Pollack, Classified
Alice Nelson, Classified
Elizabeth Orr, Student
Nicholas Moone, Student
Francesca Gade, Student

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

San Diego Miramar College offers comprehensive student support services focusing on student access, learning, and success in alignment with the College's Mission Statement. Open access is a hallmark of California community colleges, institutions created with the purpose of providing educational opportunities for any individual who is 18 years-of-age and can benefit from instruction or possesses a high school diploma or equivalent. In accordance with state law, college admissions policies provide open access.

The Student Services Division works to create a welcoming and inclusive experience for all students. The Admissions Office, as the first point of contact, makes every effort to provide students with complete and comprehensive information and to provide a positive experience. For example, application (Doc. II.B.1), registration, and matriculation information sheets (Doc. II.B.2) are available in Spanish, Vietnamese, Tagalog, Russian, and Chinese, and bilingual staff members are present to assist incoming students. In addition to in-person information, online services provide a complete offering of student information and support services including the college catalog, class schedule, policies and procedures, academic calendars, college application, class registration, online adds and drops, waitlist, financial aid application and Board of Governor's

Waiver (BOGW), assessment test schedule, transfer workshops, and counseling (List of Online Services, Doc. II.B.3). The Friday prior to the beginning of each semester, and at the add/drop deadline, frontline services of the Admissions, Student Accounting, Financial Aid, and Counseling offices extend office hours to assist students with late registration and payments. Services are available during daytime and early evening hours.

Various communication tools including e-mails and auto-dialer phone messages are used to communicate with students (Sample e-mails to students, Doc. II.B.4). Students who do not have access to computers or without valid e-mail addresses receive mailed information. Communications range from confirmations sent when students apply to the College online, registration information, fee payment reminders, waitlist availability, and academic standing. The system is flexible enough to communicate with various student populations as needed. For example, information regarding the new Chapter 33, Post 9/11, G.I. Bill was sent to all veteran students. Students may also contact college departments and staff via e-mail or phone messages 24 hours a day (College Department Contact Information, Doc. II.B.5).

Online services via the college and district web sites offer a broad range of services and information to students. In addition to services noted above, students can access academic information; add and drop from waitlists; access e-mail addresses of staff and faculty; schedule and receive online counseling; and access policy, procedure, degree, department, course and prerequisite details, and transfer information online.

To address and assess the quality of student support services programs, each of the service areas develops annual goals and objectives; these goals and objectives become part of the program review. The annual program review also includes analysis of student learning outcomes (SLOs) (Student Services Program Review Information, Doc. II.B.6). Data from the point-of-service surveys (Doc. II.B.7), counseling student point-of-service surveys (Doc. II.B.8), and environmental scans are discussed in the bi-monthly Student Services Committee meetings and incorporated into department meetings (Doc. II.B.9).

The concurrent enrollment program is based on a district-wide, board-approved policy allowing high school juniors and seniors who meet specific requirements to register for college classes; these students may receive college credit. Each spring semester, the Assessment and Counseling offices offer college information and course placement assessment at local feeder high schools. However, due to statewide budget constraints, the resulting reduction in the number of class sections scheduled, and the large number of students seeking classes, the high school recruitment efforts were suspended at the start of the Spring 2010 semester.

Students may choose from a flexible placement assessment schedule for English, English as a Second Language, and math (Assessment Test Schedule, Doc. II.B.10). All incoming freshman students are strongly encouraged to take the placement assessment to ensure proper course placement. Students who are applying for financial aid and do not possess a high school diploma or GED take the Ability to Benefit (ATB) Test at San Diego City College, the site for this test for the entire San Diego Community College District (SDCCD). Relief of matriculation mandates will allow the College to accept additional measures such as SAT, ACT, EPT (English Placement Test), ELM (Entry Level Math), and others for English and math placement in college-level courses beginning the Fall 2010 semester.

In spring 2008, the College created an outreach coordinator position. The Outreach Office develops strategies and implements services designed for both prospective and current students to gain awareness and access to campus programs and resources. The office also assists college efforts to ensure a smooth transition for students from high school to college, from college to career, or re-entry from work to school. The Outreach Office collaborates with various student services departments to coordinate and support activities on campus and in the community and is also home to the student ambassadors – student employees who serve as campus leaders and representatives of the College. These student ambassadors conduct campus tours, staff campus information tables, provide support to various departments, and conduct informational presentations.

In July 2008, the Outreach Office created an annual "Jets Jump Start" experience in the fall to welcome students to the College and inform them of available support services (Jets Jump Start postcard, Doc. II.B.11). Students and parents are encouraged to attend the event, during which campus tours are provided, workshops are offered, and a college fair is held to introduce students to the Associated Student Council, student clubs, and the Athletics Department.

Efforts are also made to welcome and assist students when classes begin. The first week of every semester, information booths at strategic points around campus are manned by student ambassadors, administrators, faculty, and staff. These volunteers assist students in finding classrooms and offices and answer general information questions.

Beginning with the Fall 2007 semester, the SDCCD created a Freshman Year Experience Program (Freshman Year Experience Brochure, Doc. II.B.12). Each college manages and coordinates the program on its individual campus. The program is designed and marketed to graduating high school seniors to facilitate transition to college and foster student success. Students are provided with focused group and one-on-one orientations, workshops, counseling sessions, and priority enrollment for the first year. Students are required to be enrolled full-time and take a math and English course in addition to a personal growth class. Thirty-two students participated in the program in 2007-08, one hundred four in 2008-09, and eighty-three in 2009-10.

Discussions about the operation of student services occur at two levels. First, the District Student Services Council consists of the vice presidents of Student Services from each college and Continuing Education, the vice chancellor of Student Services, and an academic senate representative from each college and Continuing Education. The council meets weekly to discuss student needs and coordinate policies, procedures, services, and support programs. Second, the campus Student Services Committee is led by the vice president of Student Services, co-chaired by any member elected by the committee, and consists of department heads and participatory-governance representatives (College Governance Handbook page for Student Services Committee, Doc. II.B.13). The committee meets twice a month to identify, discuss, and take action on campus-wide student services issues and student needs and provides a forum for sharing knowledge and information between departments.

To address technological concerns, the admissions and counseling office supervisors from all three colleges meet monthly to debrief and to discuss updates, processes, and services. When necessary, this group also tests and implements computer enhancements made to online waitlists, applications, add codes, rosters, and grade submission (Admissions & Counseling Supervisors 2010 Meeting Schedule, Doc. II.B.14). Additionally, the financial aid officers meet weekly with the district information technology programmer to interpret financial aid policy, implement financial

aid programs consistently district-wide, discuss compliance concerns, troubleshoot programming problems, and improve current practices.

Online services for faculty are provided via the district faculty web services page (Faculty Web Services printout, Doc. II.B.15). The system provides an option for instructors to identify students needing assistance for follow-up contact. This information is provided to the Counseling Office to make contact with students to provide assistance, support, and referrals as needed.

Categorical programs in the Student Services Division consist of Extended Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), Disability Support Programs and Services (DSPS), CalWORKS, TRIO Student Support Services, and Upward Bound. In November 2008, these programs conducted an intensive self evaluation (Categorical Program Review, November 2008, Doc. II.B.16) in preparation for a site visit on March 4, 2009, conducted by the California Community Colleges Chancellor's Office (CCCCO). The review highlighted program achievements in increasing student access, progress, and persistence and identified areas for program improvement. The College is awaiting the final report from the CCCCO. The five-year TRIO-Student Support Services Program's grant will end on August 31, 2010. In addition, due to insufficient enrollment, the Upward Bound Program was discontinued in February 2010 after completing its second-year cycle.

The DSPS Office offers a variety of services for students with verified disabilities. Services are provided in compliance with state and federal legislation, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student participation in the program is voluntary. Services include counseling, accommodations, development of a student education plan, disability management strategies, and helping students understand their legal rights and responsibilities. The DSPS Office also serves students with disabilities who are taking courses offered through SDCCD Online. For the Fall 2009 semester, the office provided services to 363 students, or 3% of the student population.

The Student Health Services Office oversees students' health needs and provides information and education on important health topics. Annually, the Student Health Services Office hosts the "Great American Smoke Out" as well as community blood drives, campus health fairs, classroom presentations, and other events. Their web site provides online health information and links to related health agencies such as the Centers for Disease Control (Student Health Services printouts, Doc. II.B.17). Mental health counseling information and issues are addressed by a full-time contract counselor specially trained in mental and psychological health issues. As an example of how health concerns are addressed, the District and College embarked on a successful H1N1 vaccination campaign and developed a pandemic flu plan (Student Health Services Pandemic Flu Information, Doc. II.B.18). Over 580 students were vaccinated at no cost over a two-day period. The District as a whole vaccinated over 5,556 students, faculty, and staff.

The Job Placement Office assists students who are undecided about a career direction or looking for a job. Students can obtain assistance with job searches, resume writing, interview skills, and upcoming job fairs. Seven hundred eighty-nine students visited the office during the 2008-09 academic year. Of those students, 17% sought assistance with job search strategies (Job Placement Statistics, Doc. II.B.19). One of the strengths of the Job Placement Office is that it meets the immediate needs of students; 52% of the students dropped in to receive immediate assistance with a variety of career needs ranging from job search skills to quick interviewing tips.

The Evaluations Office provides services that assist students in completing the matriculation process and achieving their goals of associate degree, certificate of achievement, certificate of performance and/or general education certificate for transfer. The Evaluations Department has a diverse staff, one of whom is bilingual. The office conducts an ongoing outreach and marketing campaign designed to encourage students to petition for graduation. Students who have earned at least forty-five units are contacted and encouraged to see a counselor regarding completion of requirements and the submission of a petition for graduation. Due in part to these efforts, the College experienced a 16.6% increase in the number of degrees and certificates issued between 2007-08 and 2008-09. Seven hundred eighty-eight degrees and certificates were awarded in the 2007-08 academic year; nine hundred nineteen degrees and certificates were awarded in 2008-09 (Doc. II.B.6). Evaluations Office staff members also serve on key campus and district committees: the Curriculum Committee, Evaluators Subcommittee, Commencement Work Group, District Articulation Council, Academic Affairs Committee, and Technical Review Committee.

The Transfer Center offers assistance to students planning to transfer to four-year universities and organizes transfer fairs, workshops, connections to college representatives, and campus tours. Based on the "SDCCD Transfer Report: A Longitudinal Perspective, Spring 2010," the College continues to increase its annual transfer volume with an increase of 65% from 262 students transferred in 2004-05 to 431 in 2008-09. Since hiring a full-time transfer center director and transfer center staff in 2005, student utilization of the Transfer Center has grown from 135 students in the 2004-05 academic year to 1,076 students in the 2008-09 academic year. These numbers are based on Transfer Center sign-in statistics and student contacts maintained by the office. This data indicates a 797% increase in student utilization of the Transfer Office over the past four years (SDCCD Transfer Report: A Longitudinal Perspective Spring 2010; Transfer Center sign-in statistics July-Dec, 2004 and Jan-July 2005; and Student Contacts 2008-June 2009, Doc. II.B.20).

The Financial Aid Office assists students in understanding and accessing the array of resources available to fund their college education. Comprehensive information is provided to students through the web site, in person office contacts, and other in-reach, and outreach events. Overall, the number of students receiving financial aid increased 20% between 2004-05 and 2008-09. The largest increase (18.8%) in Pell Grants occurred from 2007-08 to 2008-09. Similarly, the largest increase (19.7%) in BOGW occurred during the same time period (Financial Aid Statistics, Doc. II.B.21). San Diego Miramar College may continue to see a yearly increase of financial aid recipients due to the current fiscal situation in California that is expected to continue for the next several years.

In summer 2008, under the leadership of the vice president of Student Services, a Threat Assessment Team (TAT) was created. TAT initially included representatives from Mental Health, Health Services, Campus Police, Counseling, and DSPS. (TAT Agenda, Doc. II.B.22). It was created with the following objectives:

Threat Assessment Team – Will be a proactive and reactive team made up of professionals who will:

a. Monitor student incidents related to threats, safety, and well being of individuals at San Diego Miramar College
b. Make recommendations

c. Work to ensure the protection of students and protection of the College
d. Maintain confidentiality
e. Respond to crisis situations, threat related incidents, and mental health incidents involving danger to self or others

In summer 2009, after debate and discussion, the TAT was revised to include a Counseling Intervention Team (CIT). The CIT is now active and includes representatives primarily from Mental Health, Counseling, DSPS, and an administrative representative. It is designed to provide counseling and support services for students of concern, to initiate appropriate referrals, and to decrease fragmented interventions.

The team meets on a regular basis to discuss issues and concerns. Information about this service was provided to faculty during the opening day session at the beginning of the Fall 2009 semester (FLEX Schedule of TAT, Doc. II.B.23). Moreover, the former counseling chair was granted a sabbatical to research campus violence nationally and determine how best to refocus TAT and CIT efforts.

In early 2009, a Program Review and Student Learning Outcomes (SLOs) Task Force was created to improve the program review forms and process used in the student services departments. The task force created a new timeline and provided guidance and assistance in the SLOs and program reviews undertaken by the student services departments. In the renovated program review process, the task force integrated ongoing assessment of SLOs, linked program reviews to planning, and provided a mechanism for reporting how well the Student Services Division meets student needs. The refined process results in the production of an annual program review report inclusive of programmatic goals, areas of strengths and needed improvements, program effectiveness, and future planning. In addition, the process includes SLOs assessment and analysis and links outcomes to recommendations for programmatic improvement (Doc. II.B.6). The new timelines established by the task force are in sync with the Administrative and Instructional divisions and provide data to inform planning and resource allocation at the college-wide level (Doc. II.B.24).

Self Evaluation

The student services departments are active partners within the College working to ensure student access and success. One way to measure the quality and effectiveness of services provided by the division is through student surveys. Surveys measuring student satisfaction with college services were conducted in classrooms and online in spring 2009 (Miramar College Student Satisfaction Survey, Spring 2009, Doc. II.B.25). The Student Support Services section of the survey assessed the quality of the College's instructional programs, student services, library, and learning support services offered to facilitate and enhance students' overall educational experiences. This set of items covered academic counseling, financial aid services, tutoring services, transfer center, library, DSPS, EOPS, student health services, open computer labs, admissions application process, new student orientation, course registration process, child care services, audio-visual services, assessment/testing services, general information on the College web site and TRIO services. Students rated their level of satisfaction with each item on a scale that ranged from 1 (Very Dissatisfied) to 5 (Very Satisfied), as well as 6 (I have not used this service/resource). The services within the Student Services Division that received the highest mean scores for satisfaction with quality of services were: Course Registration Process (4.1) and Admission Application Process (4.0). The services that had the lowest means for satisfaction with the quality of services were: TRIO (3.5) and DSPS (3.5) (Doc. II.B.25).

The services offered by the Student Services Division that rated the highest in terms of satisfaction with the overall quality of services (satisfied and very satisfied) were: Course Registration Process (78%), Admission Application Process (74%), and Academic Counseling (74%). Other services that rated somewhat high in satisfaction included: Financial Aid Services (61%), Assessment/Testing Services (59%), and Transfer Center (57%). Services that received relatively high neutral ratings (39%-53%) generally also received a relatively high number of responses to the "I have not used this service/resource" category (45%-66%). These services included: DSPS, EOPS, Student Health Services, New Student Orientation, and TRIO Services.

Based on the Employee Perception Survey results conducted in spring 2009 (Miramar College Employee Perception Survey, Spring 2009, Doc. II.B.26), the service offered by the Student Services Division that rated the highest in terms of satisfaction with the quality of services (satisfied and very satisfied) was Admissions (84%). Other services that rated relatively high in satisfaction included: Counseling (75%), EOPS (77%), Health Services (74%), DSPS (73%), and Transfer Center (70%). Services that received relatively high neutral ratings (28%-34%) generally also received a relatively high number of responses to the "I have not used service/resource" category (23%-38%). These services included: Student Life/Activities, Financial Aid, Career Services/Job Placement, and TRIO Services. It should be noted that due to budget constraints, evening hours in student services departments were reduced in spring 2009.

Ongoing assessment and evaluation are necessary to determine if the College is meeting the ever-developing needs of its students. With SLOs incorporated into program review, student services departments will work to determine if the identified SLOs appropriately and adequately assess how well learning is occurring and/or how efficiently services are provided. Results from this process will lead to improvement and expansion of student services and programs.

Planning Agenda

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- Official name, address(es), telephone number(s), and web site address of the institution
- Educational mission
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available student financial aid
- Available learning resources

- Names and degrees of administrators and faculty
- Names of governing board members

II.B.2.b. Requirements

- Admissions
- Student fees and other financial obligations
- Degrees, certificates, graduation, and transfer

II.B.2.c. Major Policies Affecting Students

- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance of transfer credits
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary

The San Diego Miramar College catalog (Doc. II.B.27) is the primary printed source for information on programs, policies, and procedures pertaining to students. These items of information include academic regulations and policies on honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and fee refunds. The catalog is reviewed and updated annually by the Student Services and Instruction divisions to ensure information accuracy.

The catalog is available electronically on the college web site (www.sdmiramar.edu) (Doc. II.B.28) and for purchase in the college bookstore. Newly matriculated students receive a free copy of the printed catalog. It is apparent that considerable effort has been made to ensure the college catalog is a valuable and widely available resource for students, faculty, and staff.

General information contained in the catalog includes the College's official name, address, telephone number, web address, and mission. In addition, it contains information on courses, programs, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members. The college catalog identifies requirements for admissions, student fees, and other financial obligations as well as requirements for degrees, certificates, graduation, and transfer. Printed publications on policies and procedures are also available in several areas on campus such as the President's Office, the Office of Instruction, and the Office of Student Services. In addition, student services departments such as Counseling, Admissions, and Records have printed publications to offer students. District policies also appear on the College's web site (www.sdmiramar.edu). In 2008-09, an academic planner was developed and distributed to all incoming basic skills students. The planner contained detailed information on student policies and regulations. In 2009-10, the planner, referred to as the Associate Student Academic Planner (2009/10 Associate Student Planner, Doc. II.B.29), continued to contain the detailed information regarding college policies and procedures.

The college catalog is reviewed annually prior to publication to ensure accuracy and currency. The first draft of the catalog is reviewed by the articulation officer, who looks specifically at sections that have been affected by instructional changes. The college president is also invited to update the President's Message, the College's mission, vision, values, and strategic goals as well as the list of administrators, directors, and coordinators. In reviews of the second draft, student services departments as well as every school dean are asked to collaborate with the department chairs and faculty as they review entries for their respective departments/programs. The department suggests changes/corrections, reviews newly approved course or program changes, and updates faculty listings. The school deans submit changes and updates to the vice president of Instruction. The vice president of Instruction reviews the material and forwards the verified and completed third draft to the district Instructional Services Office for publication of the next year's catalog.

Self Evaluation

The College produces a complete, well-organized, and easy-to-read and understand catalog every academic year with the help of Instructional Services from the district office. Each campus is in charge of providing the district office with the content, and the district office coordinates with the other sister colleges to produce uniform catalogs throughout the District. Therefore, the College and the District are both in charge of the accuracy and currency of the content. Each year, faculty, staff, and administrators meet to update the catalog, ensuring its accuracy and currency.

Planning Agenda

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

All student services are available by phone and in-person, and some are also available via e-mail or online. Comprehensive, up-to-date information is available through the College's web site for some student services offices. Keeping these web pages updated and in line with users' needs for information is a challenge that is met through cooperative work between student services and various technology areas.

Many student services such as Admissions, Records, Associated Students, Health Services, Financial Aid, and Assessment/Evaluation are geared towards meeting the needs of all students. Others such as CalWORKs, EOPS/CARE, DSPS, and Veterans Affairs are focused on groups with

special needs and concerns. Main service areas schedule extended hours at the beginning of each semester to accommodate new students. Student support services are open during the evening, although budget constraints have led to limited evening hours.

Some student groups represent unique needs. For example, San Diego Miramar College is conveniently situated close to the Marine Corps Air Station (MCAS), allowing for a collaborative educational partnership between the two institutions. As a result, the College offers between ten and twelve classes each semester at MCAS. To assist this group, a counselor is assigned to the military base and advises military students of their educational options and helps them devise strategies to attain their educational goals. The assigned counselor works on the base two days a week for eight hours each day. In addition, SDCCD military program personnel are available on site to assist students from 9 a.m. to 6 p.m., Monday through Friday.

The College identifies the educational support needs of its students and ensures equitable access and effectiveness of student services by analyzing data obtained from the following sources:

- Program reviews
- Point of service surveys
- Student satisfaction Surveys
- Requests for support services on the *Application for Admission*
- SDCCD fact books
- Transfer reports

Program review plays a key role in evaluating the effectiveness of student services. All student services offices participate in the same program review process (Doc. II.B.6). Program review allows each office to identify needs as they relate to the student population it serves regardless of location or mode of service delivery. A major component of program review is the assessment of individual office's SLOs. Certain student services programs also undergo special site visits by the state Chancellor's Office, an example being the Technical Assistance site visits that occurred during the 2008-09 academic year.

The ability to offer student services online has led to more equitable access to these resources at the College. For example, students can submit a college application, submit a disability support application, complete a virtual orientation, and register for classes online (Virtual Orientation, Doc. II.B.30). Building on the success of these operations, online services for general counseling, DSPS, and the Transfer Center were piloted during the 2008-09 academic year. However, due to budget constraints, the services were suspended for a short period, but online counseling will be regularly offered through the General Counseling office beginning in the Fall 2010 semester. A full implementation is planned for late spring 2011 in the Counseling and DSPS offices.

Self Evaluation

Overall, students who responded to surveys were generally satisfied with the services they received at San Diego Miramar College. When asked if the employees in the Admissions Office were helpful throughout the application process, while 74% of the respondents agreed or strongly agreed they were helpful, 86% agreed or strongly agreed that the staff members were specifically helpful in the registration process. With regard to counseling, 69% of students agreed or strongly agreed

that counseling sessions helped them clarify and select pertinent courses for their academic goals. Slightly more students (72%) agreed or strongly agreed that counselors helped them understand course prerequisites.

When students were asked about their satisfaction with the quality of services, the following areas received a rating of 70% (satisfied or very satisfied) or higher: course registration process (78%), admissions application process (74%), academic counseling (74%), and general information on the college website (72%).

Services that were rated "somewhat high" on the student satisfaction survey included the library (66%), financial aid services (61%), assessment/testing services (59%), and the transfer center services (57%).

The results of the Spring 2009 DSPS Point-of-Service (POS) Survey (Doc. II.B.7) indicated the following:

- Eighty-two percent of the students reported that they were treated courteously by DSPS staff, and 46% indicated the College was physically accessible.
- Thirty-five percent reported that the technology in the DSPS high tech center is sufficient to meet their needs.

It is important to draw attention to the fact that a low number of surveys were returned (49 out of 174). Additionally, with regard to accessibility, due to the extent of the current construction on campus, it is understandable that the campus would not be viewed as physically accessible in its current state.

The EOPS POS Survey yielded a total response of 95 out of a target sample of 350. Overall, the responses were very favorable. A high percentage of students indicated they would feel comfortable returning for additional EOPS services and believed that the staff clearly explained the opportunities and options for receiving services (81% and 81%, respectively, agreed or strongly agreed). Additionally, 80% of students strongly agreed that the EOPS staff clearly explained policies and procedures.

Data from the Financial Aid Office POS Survey showed that of the total 95 student respondents, a large majority believed that the staff were attentive to their needs and would feel comfortable returning for services (82% and 82%, respectively, agreed or strongly agreed). A high percentage of the students (85%) strongly agreed that the staff members were knowledgeable and able to answer questions.

Health services were rated very favorably among student respondents. In particular, 87% strongly agreed that the staff members were respectful of their cultural beliefs, 86% strongly agreed that they would return for services, and 85% strongly agreed that they were satisfied with services they received. A total of 103 surveys were completed out of a target sample of 350.

The Transfer Center is important in preparing students for transfer. Seventy-four percent of the students who completed the survey strongly agreed that they would feel comfortable returning for assistance. A majority of students (70%) strongly agreed that they were treated with courtesy by staff, and 68% strongly agreed that the assistance they received was useful.

Finally, a total of 35 student respondents out of a target sample of 350 evaluated the Veterans Office. Seventy-seven percent of the students strongly agreed that they were satisfied with the services they received, 74% of the respondents strongly agreed that the staff was attentive to their needs, and a majority (71%) strongly agreed that they were treated with courtesy.

Surveys of some service areas included a question about the convenience of service hours, and in general, more than 50% of students responded that service hours were convenient. Results for service areas that asked about service hours convenience are reported below. The percentages listed indicate percentages of respondents who believe that service hours were convenient.

- Counseling 63%
- DSPS 57%
- EOPS 78%
- Financial Aid 73%
- Health Services 74%
- Transfer Center 56%
- Veterans Affairs 66%

The results identified some student frustration with the reduction in service hours. It should be noted that students who agreed to fill out the surveys were self selected and may have participated because they were unhappy with the reduction. This reduction in service hours is a direct result of the current budget situation in California. When the state budget situation improves, additional service hours will be added.

To enhance accessibility to all student support offices, the College will continue to identify ways to inform students of the services available both in person and online.

Planning Agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

San Diego Miramar College's academic and student services programs support the development of the students' potential as it relates to intellectual, aesthetic, and personal development.

The College provides a variety of opportunities that encourage students to seek knowledge, appreciate aesthetics, and assume individual and collective responsibility through shared decision-making, leadership, concern for others, and responsible citizenship. One such opportunity available to students is the option of participating in the Associated Student Council (ASC). Student officers in the Associated Student Council develop leadership and team membership skills that are intended to carryover to their professional and personal lives. Funding for ASC activities is derived from ASC membership fees, fundraisers, and district funding. The dean of Student Affairs is the advisor to the Associated Student Council, and along with the department's senior secretary, provides support for the development of student life.

In addition to ASC, students also have opportunities to join clubs that match their interests. Through club membership, students report feeling connected and engaged in the college community. A faculty advisor assists each club, and overall coordination is provided through the ASC. In addition, club representatives participate in weekly ASC meetings to exchange information, plan events, provide feedback, and discuss and vote on various student-related matters. The funding for student clubs comes primarily from fundraisers and a modest contribution from ASC each semester.

Officially recognized student clubs undergo an application and certification process, culminating with final approval from the college president. Current clubs approved for the 2009-10 academic year include: Amnesty International, Asian American Student Association, Belly Dancing Club, Black Student Union, Child Development Professionals, Filipino American Student Association, Fitness Specialist Club, Food and Culture Club, Miramar Arts Association, Miramar Cal WORKs CARE Imagine Club, Miramar United States Tennis Association, Miramar College Paralegal Club, Parent Student Advisory Board, Philanthropy Club, Phi Theta Kappa, Science Club, and Student Military Veteran Organization. The number of approved clubs has increased 66% between the 2008-09 and the 2009-10 academic years (Associated Student Club statistics, Doc. II.B.31).

Additional co-curricular activities include the following:

- Intercollegiate athletic teams, including men's and women's water polo, men's basketball, and women's soccer
- The SAGE, an award-winning college student newspaper that keeps the college community informed about campus and current events
- Community Voices, the annual literary and artistic magazine of San Diego Miramar College that recognizes the creative work of students, staff, faculty, and the community at large
- The Diversity Rocks lecture series, which cover topics that are of current interest and promote an understanding of the cultures represented on campus
- The Evening with the Experts lecture series, which highlight topics of importance to students and the community
- Health Services presentations, which cover important topics related to the health of the college community

Additional student activities that are planned and implemented throughout the school year include the following:

- Welcome Week
- Fall and Spring Festivals
- Voter Registration
- Expo Resource Fair
- Transfer Fair and Transfer
- ScholarFest
- Transfer Achievement Celebration
- Constitution Day
- International Education Week
- Veterans Appreciation Day

Awareness Month
- Career Fair
- Athletic Events
- Phi Theta Kappa Induction Ceremony
- Honors Banquet
- Food for Family Thanksgiving Dinner
- Disability Awareness Month activities
- "Coming Full Circle" Resource Fair and Tribute for Veterans

Student leaders play a key role in participatory-governance by holding a membership to most campus participatory committees and work groups such as Facilities, Technology, Budget and Resource Development, Marketing and Outreach, Basic Skills, College Executive Council, Commencement, and Student Services (Miramar College Governance Handbook, Doc. II.B.32).

Self Evaluation

Prior to 2007, the Student Services Division functioned with one dean of student affairs, whose responsibilities included student affairs, matriculation, ASC advisor, and development of student activities. Based on student enrollment growth and employee growth within the Student Services Division, the College established a new position in the student services area: dean of matriculation and student development. This position was designed to contribute significantly to the development of campus life and matriculation. This position was approved by the Board of Trustees on May 8, 2008 (Board Approval Paper, Doc. II.B.33); however, a hiring freeze has been in effect since spring of 2009. Currently the vice president of Student Services assumes the responsibilities of this position.

With the recently constructed Field House (completed in spring 2009), the campus is positioned to fully develop its Athletics and Physical Education programs when funding becomes available. Development of these programs will offer more opportunities for student extra-curricular activities.

Since the last accreditation, the College has been making every effort to improve student life. One example of the College's efforts is reflected in its plans for the new Student Union Building. This building will have spaces in which students can congregate and hold activities. It is hoped that this facility will positively impact student participation in clubs, activities, and student government. However, it is important to continue to develop opportunities for students to connect to the campus.

Results from the Spring 2009 Student Satisfaction Survey indicate that most students feel that the College provides a favorable environment for personal growth. Of the respondents, 71% of students agreed or strongly agreed that their college education helped them understand themselves better. More students agreed that they have gained knowledge in different subject areas (84% agreed or strongly agreed). Sixty-three percent agreed or strongly agreed that they had learned about other parts of the world and other cultures, while 26% of students were neutral. Similarly, 68% of respondents agreed or strongly agreed that they had improved their interpersonal skills by interacting with people on campus. This item also received 23% of neutral responses. The majority of students agreed or strongly agreed (82%) that they felt comfortable in the college environment. However, student responses indicated that the College lacks in the area of student clubs and activities. Of the respondents, when asked to rate the level of importance of student clubs and activities 48% rated important and very important, with 19% reporting "I have not used this resource." When asked about the satisfaction level with student clubs and activities, 42% reported they were satisfied or very satisfied, while 40% reported "I have not used this resource."

Planning Agenda

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Department is the campus's primary provider of counseling and advising services. These services include, but are not limited to:

- Student education planning
- Basic Skills English/ESOL/math assessment advising
- Career and personal counseling
- Associate degree and certificate requirements
- Transfer requirements, options, and agreements
- The Integrated Student Information System (ISIS)
- SARS Grid database
- Prerequisites, petitions, and forms
- Career guidance (including goal setting, assessment, and research)
- Career/technical education programs offered and their link to specific careers
- Office procedures
- Threat assessment
- Prevention of campus violence
- Intervention methods for Post Traumatic Stress Disorder (PTSD)

Other student services departments also offer counseling and advising to specific student groups; these departments include EOPS, CARE, DSPS, TRIO/student support services, Honors Program, Job Placement, Financial Aid, Veterans Affairs, and Health Services. Mental health counseling has been added, as well as a threat assessment team and a counseling intervention team, through which faculty and staff members refer "at risk" students for intervention and crisis counseling (Point of Service Survey for Counseling, Doc. II.B.7).

Counselors must meet minimum qualifications to hold their positions. In addition to having a master's degree, counselors must participate in ongoing training and professional development by attending conferences and workshops and by receiving in-service training by four-year college staff. Counselors are involved with campus-based committees and attend weekly department meetings. Also, they are eligible to participate in a district-supported sabbatical program after six years of service. Counselors are encouraged to serve as mentors to San Diego and Imperial Counties Community Colleges Association (SDICCCA) interns for one year, during which time interns learn from and shadow the mentor in order to gain first-hand experience in the field.

As part of the Basic Skills Initiative, additional counseling services have been added and include the designation of a basic skills counselor lead to address the needs of students assessed below college level in math, English, and ESOL. The Student Services Division provides an integrated student support system for basic skills instruction. Each semester, counselors provide a brief introduction to designated basic skills classrooms in an effort to increase awareness of counseling services. Also, counselors provide extended presentations to selected basic skills courses. The extended presentations teach students how to navigate through the English and mathematics sequence and develop time-management and organizational skills; additionally, students are provided with detailed information about all student services available to them on campus. The goal of the presentation is to increase student use of support services to enhance their progress toward meeting their educational goal.

Self Evaluation

Each department in the Student Services Division has developed and implemented SLOs to ascertain how its services contribute to student learning.

The Counseling Department is evaluated through the program review and student learning outcomes process (Doc. II.B.6). Currently, the College employs 15.85 counselors, and despite the high student demand, large numbers of students are provided with counseling services each year. The Counseling Department uses the Scheduling and Reporting System (SARS) software data program to track student use of counseling services. According to SARS, in 2008-09, a total of 22,581 duplicated student/counselor contacts were made in the form of appointments, orientations, phone calls, emails, and mail. The counseling staff had an additional 6,285 student contacts by phone, email, mail, and in-person (Doc. II.B.34).

According to analyses of the Spring 2009 Miramar College Student Satisfaction survey (Doc. II.B.25), academic counseling rated high in terms of satisfaction with the overall quality of services; 74% expressed that they were satisfied or very satisfied with counseling services. In addition, the point-of-service (POS) survey overwhelmingly illustrates that students are content with counseling services as 90% of students agreed or strongly agreed that counselors were able to provide information or make appropriate referrals as needed by the student (Doc. II.B.7). The POS survey contained open-ended questions that revealed that students found counselors to be "friendly, helpful, and knowledgeable." Although two counselor positions were filled during the 2007-08 academic year, students indicated that "additional counselors are needed." Students also indicated through the survey that it was "time [for the Counseling Department] to move into a bigger space."

Planning Agenda

None.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The College is committed to providing the highest quality education and services that also promote and enhance student understanding and appreciation of diversity. In order to design and maintain appropriate programs, practices, and services that support and enhance student understanding of diversity, the college Student Equity Work Group meets periodically. This work group evaluates student data in order to understand current trends that frame important discussions related to the support of the diverse needs of the College's student body. Efforts are currently underway to analyze college progress and needs with the goal of providing a report for college distribution. While the Student Equity Plan is not currently required by the CCCCO, the College is highly committed to this effort and will undergo an internal review. This collaborative venture is driven by faculty, classified staff, students, and administration and is inclusive of both instruction and student services leadership.

The Miramar College Six-Year Strategic Plan for 2007-2013 (Doc. II.B.35) is very comprehensive and includes many goals and strategies designed to improve access to students and enhance and promote appreciation of campus diversity. Specifically, the first strategy under goal 5 reads "student population and staff reflect the diversity of the community the college serves."

The outreach coordinator has partnered with counseling, EOPS, and financial aid to focus efforts on recruiting low-income and first-generation students to campus who would not ordinarily consider college, due to lack of support at home or in high school. In addition, collaboration with the college information officer in outreach efforts has been an important component. This joint effort has led to improved recruitment of low-income, first-generation, and underrepresented students. Continued work of the Outreach Office will certainly improve access for targeted populations of low income, first-generation, and underrepresented students who may not readily seek higher education. These efforts will continue to increase the diversity at the College.

Programs such as EOPS, CARE, CalWORKs, Financial Aid, and DSPS continue to hold, as their highest priorities, the belief that all special populations of students, regardless of their limitations due to economics, ability, or other barriers, are entitled to an education in order to break the cycle of disenfranchisement and that it is their duty to create an employed citizenry that contributes and is engaged in society. EOPS creates a calendar of workshops and celebrations for students enrolled in the program. Examples of some of the workshop titles include: late papers, money management, mock interviewing, and healthy relationships. Each of these workshops is targeted towards low-income and first-generation students who experience various barriers that may impede academic success.

Several key college and student-led groups have been instrumental in bringing cultural programming and raising cultural awareness on campus. These groups include the Diversity/ International Education Committee and an array of cultural student organizations such as the Filipino American Student Association (FASA) and the Food and Culture Club. More recently, students have organized a new club called the Asian American Student Association. Through the activities that these groups conduct, the College further enhances students' understanding and appreciation for diversity. Participation is open to anyone, and as a result of various activities, students are able to learn about their own culture as well as those of others.

Through campus-wide activities such as "Diversity Rocks," the College and surrounding

community enjoy various events and activities celebrating the richness of the College's diverse community. San Diego Miramar College celebrates Hispanic Heritage Month, Filipino American History Month, Black History Month, Women's History Month, and Asian-Pacific American Heritage Month. The College also encourages student understanding and appreciation of diversity through its participation in the Martin Luther King Parade. During these "themed" months, the College hosts an array of cultural activities and events, some of which include:

- Presentations through the "Evening with the Experts" series
- Library/campus displays
- Video documentaries and movies

In the instructional area, the College continues to secure funding for courses that address diversity, and the study abroad program that is sponsored by San Diego City College has grown popular with both students and faculty. In addition, the campus participates in the statewide International Week each November. Activities during this week include movies, cultural cuisine, displays, and guest speakers.

San Diego Miramar College emphasizes diversity in its curriculum by integrating multicultural coursework as a part of meeting graduation requirements. A sampling of the courses that students may take are: ADJU 106: Diversity and Community Relations; ANTH 200: Introduction to North American Indians; ARTF 113: African, Oceanic, and Native American Art; BLAS 140A/B: History of the U.S., Black Perspectives; CHIL 141: The Child, Family and Community; ENGL 230: Asian American Literature; FILI 100: Filipino American Experience; GEOG 102: Cultural Geography; HIST 121: Asian Civilizations in Modern Times; HIST 150: Native Americans in United States History; NUTR 153: Cultural Foods; PHIL 125: Philosophy of Women; POLI 103: Comparative Politics; POLI 140: Contemporary International Politics; SOCO 223: Globalization and Social Change; and SPEE 180: Intercultural Communication.

The Diversity/International Education Committee offers a myriad of cultural events in collaboration with other committees and student organizations. One important event for the College is International Education Week. This event is an opportunity to celebrate the benefits of international education and international exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education represents efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. Faculty members are encouraged to give extra credit to students attending presentations. This practice promotes learning outside of the classroom as well as an appreciation for diversity. Some of the presentations and activities that were offered during the Fall 2009 semester were:

- 500 Nations Film: A Clash of Cultures (this eight part documentary depicts the conflict between indigenous peoples and Spanish expeditions in the Caribbean and the southeastern United States)
- Overview of study abroad opportunities to the Philippines and Spain
- International Students/International Education Luncheon
- International Students dialogue with the Diversity/International Education Committee on the International Education Experience

- Study Abroad Information Table (enables students to learn about opportunities to countries including South Africa and Mexico)
- Learning to Describe in Spanish through 20th Century Mexican Art, presented by Professor April Koch
- Evening with the Experts: The Power of the Zoot presented by Dr. Luis Alvarez

A sampling of some of the events that were offered during spring 2009 include:

- Evening with the Experts: Celebration of the late Professor Steven Coons
- Evening with the Experts: International Women's Perspective during Persian New Year
- Miramar College Library Display dedicated to President Obama (in honor of the late Professor Steven Coons)
- Miramar College Library Display dedicated to Women's History Month
- Miramar College Library Display dedicated to Asian Pacific Heritage Month
- Unchained Memories: A film depicting the readings of slave narratives
- We Have a Dream film presentation
- The Nashville Lunch Counter Sit-Ins film presentation
- Our Sisters and Daughters Betrayed film presentation
- Women's Lit Relit: A Literary Discussion of Women Authors
- The Way Home film presentation
- The Corporation film presentation
- A Force More Powerful film presentation
- Filipino Americans: History and scholarly Perspectives, presented by Dr. Joan May Cordova and Dr. Patricia Espiritu-Halagao
- The Counterfeiters, a film for Holocaust Remembrance Day
- High and Low: Tengoku to Jigoku
- An Untold Triumph film presentation

It should be noted that the annual film series are always facilitated by a college educator and a stimulating discussion follows in order to enhance learning and appreciation of diversity. In addition, the Diversity/International Education Committee worked together with the College Executive Committee to write a diversity plan for the College and also provided a presentation to faculty, managers, and staff during FLEX days to enhance professional growth. Lastly, the current vice president of Student Services has taken a leadership role as site coordinator for the SDICCCA Internship Program. The focus of this program is to promote diversity through mentorship of graduate students who are also given adjunct opportunities. This program promotes diversity among the faculty within the field of higher education.

Self Evaluation

The effectiveness of all of these events is evaluated individually by the group that hosts them. For example, the Diversity/International Education Committee reports on number of attendees at each of their events in their individual committee meetings (Doc. II.B.36), and the EOPS counselors

measure their effectiveness through surveys and report the results at the annual summer counselors retreat (EOPS survey, Doc. II.B.37).

Both employees of the College and its students generally agree that diversity is valued at the College. Of the respondents to the Employee Perception Survey conducted in spring 2009, 69% agreed or strongly agreed that the College implements programs and practices that enhance student appreciation of diversity. Of the respondents to the Student Satisfaction Survey conducted in spring 2009, 70% of students agreed or strongly agreed that their college experience has contributed to a better understanding and appreciation of diversity. Sixty-three percent agreed or strongly agreed that they have learned about other parts of the world and other cultures. However, a relatively high percentage of students were neutral (26%).

These results indicate that many of the activities designed to engender a greater understanding and appreciation of diversity are working. However, more work needs to be done to help students improve multicultural competencies and understand and appreciate the benefits of living in a linguistically, culturally, and ethnically diverse society. The College will continue to design and maintain programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Planning Agenda

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

San Diego Miramar College is an open enrollment institution. Students may submit applications to the College online via the student portal page or in person at the college Admissions Office. Applications are also accepted by staff at select local military bases. One application is used to gain admission to any of the three colleges that comprise the SDCCD.

Students are encouraged to take English, English as a Second Language, and math placement assessment to identify their skill levels and ensure proper class placement. San Diego Miramar College uses placement instruments that have been approved by the State Chancellor's Office and then evaluated using district institutional research (Assessment Description at San Diego Community College District, Doc. II.B.38). Students' placement results are based upon a combination of test scores and other data ensuring that multiple measures are included. The College uses the Accuplacer English and math exams which are administered via computer. Students may also elect to take a paper and pencil version of either exam. Accommodations for alternative assessments are offered to students with disabilities through DSPS. English as a Second Language exams are paper/pencil tests administered on a regularly-scheduled basis through the Assessment office.

English and math placement assessments are offered year-round in the Independent Learning Center (Doc. II.B.10). The Assessment, Counseling, and Outreach offices have provided placement

exams at local feeder high schools during the spring semester to facilitate transition from high school to college. Due to current budget cuts, testing at the high schools was suspended for the spring 2010 semester. The Ability to Benefit (ATB) Test is offered to students who do not have a high school diploma or GED and are applying for financial aid. All ATB testing for the SDCCD is done at the San Diego City College Counseling Office.

Students who believe their assessment results do not accurately reflect their skill level have the option of "challenging" the prerequisite by taking additional tests developed by individual departments (Petition to Challenge Form, Doc. II.B.39). If the student passes the challenge exam, he/she may advance to the next level course. A faculty member who believes a student's abilities are adequate to be successful may submit a "Faculty Initiated Challenge to a Prerequisite" form (Faculty Initiated Challenge Form, Doc. II.B.40) which permits a student to move to a higher-level course.

In addition to the regular department program review process, both the district Student Services Council and the college Matriculation Advisory Committee evaluate admissions and assessment instruments and practices. These committees recommend changes and/or enhancements that will benefit students in the matriculation process.

Self Evaluation

Results from the Spring 2009 Student Satisfaction Survey (Doc. II.B.25) indicate that students are satisfied with the assessment methods of the College. Of the respondents, 68% of the students agreed or strongly agreed with the statement "assessment tests were offered at times that were convenient for me." Sixty-four percent agreed or strongly agreed with the statement "The math assessment test helped me enroll in the appropriate math class level." Furthermore, 61% agreed or strongly agreed with the statement "the reading and writing assessment test helped them enroll in the appropriate English class level." The College plans to move the assessment office into the remodeled library, which will provide additional testing facilities and room for additional staff.

Planning Agenda

The addition of online English as a Second Language testing will be investigated in conjunction with the College's sister campuses once the budget situation improves.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

San Diego Miramar College complies with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) and Title 5 of the California Code of Regulations regarding the management of student records. Creation, maintenance, and storage of student records follow the departments' function, requirements, and needs. Hard copies of records are kept securely, confidentially, and in close physical proximity to the program offices where they are generated, used, and stored.

DSPS, Health Services, Counseling, and Veteran's Affairs also comply with mandated program requirements governing student records for those student cohorts. Improved scanning methods and optical imaging have been implemented to improve immediacy of access and help alleviate storage issues. Inactive/deactivated student information is maintained in archived computer files that are readily retrievable as needed. To improve security of student records, a lockable records storage room is planned in the Admissions Office within the new Student Union Building.

Beginning in 2007, the Financial Aid Office began using an imaging system to image documents. Access to the system is password based, and files are backed up on a weekly basis.

In the Student Information System and optical imaging system, each user is given customized access via a unique password based on department, position, responsibilities, and need-to-know. The District Vice Chancellor of Student Services Office creates, maintains, and routinely changes user passwords to ensure confidentiality and appropriate access. Employees sign a confidentiality statement related to the release of student records.

District mainframe/database records are routinely backed up to maintain accuracy and security. Manual student records are sent for permanent storage or secure destruction as required. The College follows the established *San Diego Community College District Student Records Classification, Retention, and Disposition Manual 2006-2007* (Doc. II.B.41) which specifies the permanency and length of retention as mandated by Title 5 of the California Code of Regulations. The district Student Services Office, in collaboration with the colleges, continues to explore emerging technology for more efficient methods to maintain and update student records.

The College provides inquiring students and the general public with information regarding the confidentially of student records in accordance with the Family Educational Rights and Privacy Act and Title 5. Information on district policies and procedures governing the release of student records is printed in the college catalog (Doc. II.B.27), in the printed class schedule (Schedule of Classes, Doc. II.B.42), and on the student portal web page (Doc. II.B.3). Copies are also available in the College's Vice President of Student Services Office. A "Consent to Release Student Educational Records" (Doc. II.B.43) form is available on the student portal web page and in the college Admissions Office.

Self Evaluation

The College continues to work with the district office to ensure that student records are kept on password protected programs, and the information is released to the appropriate body only if a consent form is properly documented and verified.

Planning Agenda

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

San Diego Miramar College's Student Services Division is systematically and regularly reviewed to determine program utilization, program goals and objectives, and SLOs. The College also uses a variety of methods, tools, and analyses to evaluate the contribution of Student Services towards student achievement and success. These evaluation methods are described below.

A program review of each service/office is conducted annually (Doc. II.B.6). The program review states the department's mission and describes the services the department provides. Other information in the program review includes: the department's goals and objectives; resource allocation needs; student outcomes achieved; program strengths, weaknesses, and needs; and recommendations for change.

During the 2007-08 academic year, Student Services began developing SLOs for students served by each of the programs in the division. The program review reporting form in use at the time was the same as that used by the Instructional Division.

During the 2008-09 academic year, Student Services continued to use the same reporting form as 2007-08. Upon reflection, Student Services decided to develop its own reporting form, and a Student Services Program Review and Student Learning Outcome Task Force was formed. The group met periodically throughout 2008-09 and developed a new template which was implemented in 2009-10.

In September 2009, the Student Services Division began using the new program review template. All program reviews and SLO assessment, data, and analysis were submitted to the Student Services Program Review and Student Learning Outcomes Task Force, which reviewed the reports and made recommendations to the vice president of Student Services. Some student services offices have used the data from Student Satisfaction Surveys (Doc. II.B.25), Point-of-Service Surveys Spring 2009 (POS Surveys, Doc. II.B.7), other program surveys that individual offices offer to students, retention statistics, and program data such as SARS to complete the program review template.

Self Evaluation

The Student Services Division has recently improved the reporting form used for program review. The Division believes it has developed a very effective form to qualitatively and quantitatively review the services that it provides for students.

Once all of the individual program reviews have been submitted to the Student Services Program Review and Student Learning Outcomes Task Force, the task force members review the information in the individual program review and make comments and provide recommendations for improvement to the individual program. The current program review process for Student Services

includes SLOs assessment, and the Division will continue to make improvements after a full cycle is completed in October of 2010.

The information gathered in the program review was fed into the student services divisional goals and objectives by the vice president of Student Services, and in collaboration with the vice presidents of Instruction and Administrative Services, an unranked list of college-wide priorities was presented to the Institutional Effectiveness Steering Committee and the President's Cabinet. This process is all part of the college-wide planning process as discussed in I.B.

The College will continue to refine the SLOs, program review, and planning processes to enhance institutional effectiveness.

Planning Agenda

The College will continue to enhance the integration of student learning outcomes/service unit outcomes into program review and planning processes.

SUPPORTING DOCUMENTATION FOR STANDARD II.B.

Doc. II.B. 1	Application for Admission, paper format & at http://studentweb.sdccd.edu
Doc. II.B. 2	Helpful Hints for Students in Spanish, Vietnamese, Tagalog, Russian & Chinese
Doc. II.B. 3	List of online services available at: http://studentweb.sdccd.edu and www.sdmiramar.edu & printouts
Doc. II.B. 4.	Printout of email communications to students
Doc. II.B. 5	College Department Contact Information at: www.sdmiramar.edu & printout
Doc. II.B. 6	Program Review Information at: G:\DATA\Program Review-SLOAC\ Comprehensive Review - SS & printouts
Doc. II.B. 7	2009 Point of Service Student Surveys
Doc. II.B. 8	Counseling Student Survey
Doc. II.B. 9	Miramar College Student Services Committee Agendas & Minutes
Doc. II.B.10	Assessment Test Schedule, paper copies and at: http://www.sdmiramar.edu/stu_svcs/admissions/assessment.asp
Doc. II.B.11	Jets Jump start postcard
Doc. II.B.12	Freshman Year Experience Brochure
Doc. II.B.13	CGC Handbook page for Student Services Committee
Doc. II.B.14	Admissions & Counseling Supervisors 2010 Meeting Schedule
Doc. II.B.15	Faculty Web Services printout and at: http://faculty.sdccd.edu
Doc. II.B.16	Categorical Program Review, November 2008
Doc. II.B.17	Student Health Services website http://www.sdmiramar.edu/stu_svcs/health_svcs/student_health_services.asp?pass=1& printouts
Doc. II.B.18	Student Health Services Website Pandemic Flu Information at: www.sdmiramar.edu & printout
Doc. II.B.19	Job Placement Statistics at: G:\DATA\JobPlacement/Student Database
Doc. II.B.20	"SDCCD Transfer Report: A Longitudinal Perspective Spring 2010" found at http://research.sdccd.edu/pages/132.asp and Transfer Center sign-in statistics July-Dec, 2004; Jan-July 2005; Student Contacts 2008-June 2009;
Doc. II.B.21	Financial Aid Award Data
Doc. II.B.22	Threat Assessment Team (TAT) agendas
Doc. II.B.23	Flex Activity where TAT was shared
Doc. II.B.24	Timeline for Updating 2010-2011 College Wide Master Plan (CWMP)
Doc. II.B.25	Miramar College Student Satisfaction Survey, Spring 2009
Doc. II.B.26	Miramar College Employee Perception Survey, Spring 2009
Doc. II.B.27	San Diego Miramar College Catalog

Doc. II.B.28 San Diego Miramar College Website at: www.http://sdmiramar.edu
Doc. II.B.29 2009/10 Associate Student Planner
Doc. II.B.30 Virtual Orientation (electronic)
Doc. II.B.31 Associated Student Club number statistics
Doc. II.B.32 Miramar College Shared Governance Handbook
Doc. II.B.33 Board Approval Paper
Doc. II.B.34 SARS Counseling Report
Doc. II.B.35 Miramar College Six-Year Strategic Plan FY 2007-2013
Doc. II.B.36 Diversity International Committee minutes
Doc. II.B.37 EOPS survey
Doc. II.B.38 Assessment Description at San Diego Community College District
Doc. II.B.39 Petition to Challenge Form
Doc. II.B.40 Faculty Initiated Challenge Form
Doc. II.B.41 San Diego Community College District Student Records Classification, Retention, and Disposition Manual 2006-2007
Doc. II.B.42 Schedule of Classes
Doc. II.B.43 "Consent to Release Student Educational Records" at: http://studentweb.sdccd.edu and paper

STANDARD TWO

STUDENT LEARNING PROGRAMS AND SERVICES

Standard Coordinator: Kathy Werle,
Vice President of Instruction

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

Co-Chairs:
Susan Schwarz, Administrator
Mary Hart, Faculty
Temmy Najimy, Classified

Members:
Laura Gonzalez, Faculty
Eric Mosier, Faculty
Diana Fink, Faculty
Wahid Hamidy, Faculty
Francine McCorkell, Classified
Glenn Magpuri, Classified

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Instructional programs at San Diego Miramar College are supported by various campus resources and facilities which include the Library/Learning Resource Center (Library/LRC); Audiovisual (AV) Media Services; Tutorial Services, also known as The Personal Learning Assistance Center (The PLACe); Independent Learning Center (ILC); San Diego Community College District Online (SDCCD Online); and specialized computer labs in several departments.

The Library/LRC and AV Media Services occupies a 9,300 square-foot interim facility. Within this facility, students have access to 28,120 books (as of 9/30/09), 27,722 eBooks (as of 9/30/09), nine subscription research databases, 68 periodical titles (as of 6/30/09), 17 computer workstations, and wireless Internet access (Wi-Fi). AV Media Services has over 1,900 AV units to enhance instruction.

In addition to its physical resources, the Library/LRC provides librarian services, interlibrary loan services with its two sister colleges, reference services, instructor-reserved materials, and student AV listening stations. Other services and resources available to faculty and staff include AV equipment and materials check-out (AV Inventory Database, Doc. II.C.1), collection development,

exhibit display cases, Library/LRC instruction, professional development collection, and videos (including those shared by the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative [SDICCCLRC]).

Along with the instructional support services offered by the library, San Diego Miramar College offers enrolled students free academic support services through The PLACe. The PLACe provides traditional face-to-face as well as online peer tutoring, instructional support workshops, supplemental instruction, and computer-assisted, self-paced learning tutorials. The PLACe developed an online tutorial service and has offered online tutoring since 1999. The PLACe uses CCC Confer, a web based virtual meeting venue, to offer training related to online math, basic skills, and English composition courses. During the 2008-09 academic year, a part-time online tutoring coordinator was hired. Other learning support services provided by The PLACe include proctoring for distance education students and weekly walk-in math and English labs. Weekly walk-in math and English labs provide 3-5 hour blocks of time for students to work on their assignments and get help when needed. Additionally, The PLACe has a collection of learning support software that covers 18 disciplines and includes specialized computer programs for vocational, developmental, transfer ready, and ESOL students.

A third instructional support service offered by the College is the ILC, which provides the entire college community with computer technology and support for students who wish to engage in self-paced learning activities, access the Internet, conduct research, study, or seek learning assistance. The lab is equipped with 110 state-of-the-art computer workstations, including five adapted computers for disabled students, and provides student access to tutorial CD-ROMs in a variety of subjects.

Currently, 459 courses district-wide have received distance education approval for delivery via the Internet (Distance Education Courses-Approved List, Doc. II.C.2). Of these, 216 have been approved for San Diego Miramar College as of October 30, 2009. At San Diego Miramar College, 55 faculty members teach courses for SDCCD Online. SDCCD Online students are provided with various online tutorials on how to use Blackboard Vista (see http://www.sdccdonline.net/students/training/) as well as with access to a sample course. 24/7 helpdesk support and on-campus resources are also available to students.

In particular, San Diego Miramar College offers Library Science 101: Information Literacy and Research Skills for distance education students. This course offers an overview of information resources and the skills required to use them effectively. To support its students, the College subscribes to three article databases: ProQuest, NewsBank InfoWeb, and SIRS Knowledge Source as well as six research databases: College Source, Country Watch, Facts.com, CQ Researcher, Literature Resource Center, and Gale Virtual Reference Center. The College also subscribes to NetLibrary which provides access to 27,722 eBooks (as of 9/30/09). Additionally, the library web site offers online tutorials and Internet searching tips and techniques. Distance education students are given a CSID number and password upon registering for classes, and the library provides instructions on how to access these resources which are available 24/7. Distance education students can also telephone a reference librarian five days a week during hours of operation. All enrolled college students can access the database offsite using EZProxy, which was installed in the summer of 2008.

Self Evaluation

The current Library/LRC does not provide adequate space for the collection of books and reference materials necessary to support the rapidly-growing needs of the College. This lack of space has a direct impact on students as they struggle to find places to study or access electronic resources that have become the dominant mode of student research. With the recent introduction of Wi-Fi at the library, its physical inadequacy has become even more apparent as more students seek to take advantage of the network. The new, 77,000 square foot Library Learning Resource Center (LLRC) currently under construction will alleviate these problems and become the educational hub of the campus. This new building will provide a home for all staff and programs that directly support student learning, facilitating student access to these resources.

Surveys are used by the College to assess the effectiveness of the Library/LRC's collection. Surveys collected include the Community College League (CCL) Annual Data Survey, Association of College & Research Libaries Survey, and the Academic Libraries Survey (Doc. II.C.3) these are completed by the Library/LRC's Department Chair. Published results from these surveys are used to determine whether the resources available at San Diego Miramar College are comparable to similar institutions. Additionally, the database vendors provide the library with statistics on the use of in-house and remote access services.

The San Diego Miramar College Library determines whether it has sufficient depth and variety of materials to meet the learning needs of its students by reviewing collection development policy (Collection Development Manual, Doc. II.C.4). Based on the Library/LRC Point-of-Service Survey undertaken in spring 2009, 68% of the students surveyed indicated that they were satisfied or very satisfied with the library's collections, and 81% surveyed were satisfied or very satisfied with the library's services (San Diego Miramar College Library/LRC Point-of-Service Survey, Executive Summary 2009, Doc. II.C.5). The San Diego Miramar College Employee Perception Survey, Spring 2009 showed that when asked whether the library's collection of materials and resources were adequate, only 48% agreed or strongly agreed, 27% were neutral, and 25% disagreed or strongly disagreed. It should be noted also that 29% responded that they had not used this resource. (Miramar College Employee Perception Survey, Spring 2009, Doc. II.C.6)

The PLACe conducts an annual program review and updates its One-, Three- and Five-Year Plans accordingly, as well as its student learning outcomes (SLOs). The center provides tutoring services for all academic and occupational disciplines on campus, yet perpetually struggles to offer enough one-on-one tutoring to satisfy demand due to limited resources. Because not enough one-on-one tutoring can be offered, The PLACe has resorted to offering alternatives such as supplemental instruction, self-paced tutoring modules, computerized basic skills instruction, and online tutoring.

Positive Attendance tracking shows student contact hours have increased from 4,100 in 1992 to 16,632 hours for 2009. Service growth in 2009 took place during a cut of 57% from the College's general fund tutorial budget; the tutorial budget in 2008 was $74,452.50, and in 2009, it was $31,900.00. However, the augmentation of $34,000 from Basic Skills projects for Supplemental Instruction off-set some of the cuts. Since the Basic Skills funds were for developmental math courses, the services for transfer-level courses were problematic. Additionally, since Basic Skills funding is categorical, the funds may be cut due to district budget constraints.

Results from the Spring 2009 Point-Of-Service Survey conducted at The PLACe indicated that

student satisfaction with tutoring services was high with 82% of the respondents strongly agreeing that they were satisfied with the services they received and 80% strongly agreeing that the hours of the PLACe were convenient to meet their needs (Miramar College PLACe Point-of-Service Survey Item Analysis, Spring 2009, Doc. II.B.7). In the open-ended portion of the survey, student comments indicated that more tutors were needed.

For computer-related coursework, students have access to the ILC. The ILC uses an automated student tracking system, which records when a student logs onto a computer. From spring 2005 through fall 2009, a total of 172,806 students have used the computers in ILC.

Traffic Count	2005	2006	2007	2008	2009
Spring	11,473	11,893	11,169	13,138	21,359
Summer	2,032	2,346	1,663	2,379	3,025
Fall	11,342	12,081	16,664	21,429	20,778
Total Count	26,852	28,326	31,503	38,954	47,171

In 2008, a total of 191 out of 250 department-designed point-of-service surveys for the ILC (76% response rate) were returned to the ILC at San Diego Miramar College (San Diego Miramar College ILC Survey, Doc. II.C.8). It should be noted that students were encouraged to complete a survey each time they visited the ILC. Thus, the unit of analysis for this study was the survey response itself and not the individual respondent. Therefore, data may include duplicated records of individual students.

The survey results indicated that the majority of the respondents use the ILC either in the morning (65%) or the afternoon (63%). Evening use was considerably less (14%). A little more than one-third (37%) of the total respondents used the ILC between 0-5 hours per week on average. Nearly a quarter (26%) of the total respondents indicated they used the ILC between 5-10 hours per week. Respondents indicated that they used the ILC primarily on Mondays (79%) and on Wednesdays (75%).

Students primarily used the ILC for Microsoft Word (93% of total respondents) and PowerPoint (18% of total respondents). When accessing the web, students were completing assignments for classes or doing Internet research (80% and 65%, respectively).

Results from the survey indicated that respondents were satisfied with the customer service, ease of entering and exiting the lab, available computers and software, and online services.

San Diego Miramar College assesses the effectiveness of SDCCD Online learning support services through surveys conducted by the District Office of Institutional Research and Planning (IRP). This office conducts surveys every year during the spring semester.

In April of 2007, a total of 7,373 e-mails were sent to SDCCD Online students inviting them to participate in the Spring 2007 Online Course Satisfaction Survey. From these e-mails, 982 students completed the survey. Results showed that a majority (66.3%) of respondents had previously taken an online course. Most (75%) respondents indicated that the online format was an effective way to learn. Most respondents felt comfortable navigating online (83.6%) and had a positive experience using the online course tools (77.5%). Of the 24% of respondents who received technical support, most (97%) reported that the technical support was very helpful or somewhat helpful (Online Course Satisfaction Spring 2007 Research Note, Doc. II.C.9).

In April of 2008, a total of 9,208 e-mails were sent to SDCCD Online students inviting them to participate in the Spring 2008 Online Course Satisfaction Survey. From these emails, 1,682 students chose to participate in the survey. Results showed that a majority of respondents (66.5%) had previously taken distance education courses in the past two years, and 75% of the respondents believed that the online format was an effective way to learn. When asked which services would be beneficial to their learning, 18% of the respondents indicated tutoring, 14.7% indicated counseling services, and 14.4% indicated library services. In the area of technical support, 61.7% of respondents indicated that they did not require technical support during the term. Of the 27% of respondents who used technical support, 95.9% indicated satisfaction with the assistance they received (Online Course Satisfaction Spring 2008 Research Note, Doc. II.C.10).

In March of 2009, a total of 12,158 e-mails were sent to SDCCD Online students asking for their participation in the Spring 2009 Online Course Satisfaction Survey. From these e-mails, 1,079 surveys were completed. For the first time, responses were broken down by college, and results showed that San Diego Miramar College students completed 28% of the surveys. Additionally, much more detailed questions were asked. When asked if they had previously taken an online course at SDCCD in the past two years, the majority of students (70%) responded that they had taken a course at SDCCD. Nearly three quarters of the respondents (74%) agreed that the online format was an effective way to learn, and 14% responded neutrally. Most respondents (70%) felt they had sufficient information about online course requirements prior to enrolling, while 16% responded neutrally. When asked how helpful the Online Learning Readiness Assessment was, 504 (47%) of the respondents who completed surveys did not respond or responded "not applicable." Among those who did respond with the level of help they received, 62% felt the Online Learning Readiness Assessment was helpful, and 22% rated its helpfulness neutrally. When asked how helpful the WebCT orientation was in preparation for an online course, 573 (53%) of the respondents who completed surveys did not respond or responded "not applicable." Among those who did respond with the level of help they received, 59% felt the WebCT orientation helpful and 28% rated its helpfulness neutrally. Among potential services or support mentioned as beneficial, counseling was mentioned most frequently (41%), followed by tutoring (36%), and library services (28%). However, nearly one-quarter of respondents (23%) noted that they had no need for additional services or support. When asked if the respondents were able to obtain needed help from Technical Support, 395 of the respondents who completed surveys (37%) did not respond or responded "not applicable." Among those who did respond, 63% agreed that they were able to obtain the help they needed, and 23% remained neutral (All Colleges Online Course Satisfaction Survey Report, Spring 2009, Doc. II.C.11).

Planning Agenda

None.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Guidelines for augmenting and maintaining holdings at the Library/LRC are outlined in the Collection Development Manual (Doc. II.C.12). Subject areas are divided among two full-time librarians, and they have the responsibility of developing a collection plan at the beginning of each fiscal year (2008/2009 Collection Development Plan, Doc. II.C.13). This annual plan is created utilizing feedback received from faculty and students. Faculty have the opportunity for input every fall semester when librarians send out a survey about what educational resources the library should pursue. Additionally, since the collection development librarian participates in the approval process of new curricula, librarians can acquire the necessary resources to support new classes in advance. When appropriate, the Library/LRC removes outdated or unused educational materials from its collection according to its procedures for selecting and deleting obsolete materials (Library Policy for Selecting and Deleting Obsolete Materials, Doc. II.C.14).

AV staff maintains the instructional audio-visual equipment at San Diego Miramar College as well as at off-site locations such as Naval Training Center (NTC), Marine Corps Air Station (MCAS), and local high schools. AV staff members also have direct involvement in planning and outfitting new buildings with appropriate AV equipment that meets district standards.

In conjunction with program review, the director of The PLACe consults with faculty advisors from the English and Math Departments to identify what resources are needed at the facility. These needs are then addressed either through Instructional Equipment and Library Materials (IELM), Vocational and Technical Education Act (VTEA), or other funds. For some of its equipment needs, The PLACe has been able to take advantage of the Basic Skills Initiative for California Community Colleges and Matriculation.

ILC computer needs are addressed in the department annual program review. Selection of ILC computer equipment is determined by both the campus-wide Technology Committee (San Diego Miramar College Three Year Rolling Technology Plan, 2008-2011, Doc. II.C.15) and Instructional Computing Services Department. Software and other resources for the facility are recommended by faculty teaching in the ILC as well as the Instructional Computing Services Department. Revenues earned from student use of printing services at the ILC are used to maintain printers and other equipment.

Online classes also support student learning, and each course offered in the distance education mode must be approved through the formal curriculum review process described in section II.A.2. In addition, the College has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards of those offered in the traditional on-campus mode. Each course proposed for delivery via the distance education mode must meet the following criteria:

- Regular effective contact is maintained between the instructor and students through threaded discussions, chat rooms, Wimba Live Classroom, group activities, telephone contact, email, or other means.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law (Miramar Substantive Change Request, p. 8, Doc. II.C.16).

Self Evaluation

One of the major goals of the library is to provide sufficient information resources to support campus curriculum. The San Diego Miramar College Library has historically had one of the smallest book collections in the statewide community college system. In an effort to address this concern, the campus increased the library's regular book budget allocation by 125% from $8,900 in FY 2004-05 to $20,000 in FY 2006-07 (see Chart 1).

Chart 1. Annual General Fund budget for the Library/LRC (Doc. II.C.17)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Books	$8,872	$11,250	$20,000	$20,000	$20,000	$20,000
Periodical Subscriptions	$4,180	$3,841	$3,942	$4,042	$3,742	$3,483
Videotapes /DVD	$413	$405	$2,123	$0*	$0*	$0*
Law Library/LRC	$6,800	$6,800	$6,800	$7,800	$6,300	$5,952
Database (TTIP)**	$30,208	$38,588	$31,415	$42,191	$41,681	$0*

**Purchasing of Videotapes/DVD is through the Community Colleges Learning Resources Cooperative Media Consortium that the campus paid for.*
***Databases will be paid for by the campus starting July 2010.*

At the same time, due to the availability of IELM funds, the campus invested sizeable sums of money to develop the library's book collection in FY 2006-07 and FY 2007-08 (see Chart 2).

Chart 2. IELM Funds Allocation for Library Use (Business Office, Doc. II.C.18)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Books	$3,100	$14,200	$45,000	$25,000	$11,000	$0
Video/DVD	$7,400	$5,880	$5,000	$ 5,000	$0	$0
AV Equipment	$30,000	$10,775	$10,000	$19,000	$19,000	$0

As a result of the overall increased funding, the number of books that library staff was able to add to the collection increased dramatically from 639 books in FY 2006-07 to 2,008 books in FY 2008-

09 (an increase of 214%). The library has been able to use Telecommunication and Technology Infrastructure Program (TTIP) funds to increase the availability of e-Books from 14,945 in FY 2004-05 to 30,911 as of March 2010. Unfortunately, due to the state budget crisis, the number of books that would normally be purchased through IELM funds was dramatically decreased in FY 2009-10. However, for the opening of the new LLRC in 2011, substantial funds will be available from the Furniture, Fixtures, and Equipment (FF&E) budget to purchase both new technology and materials.

Of the respondents to the Employee Perception Survey conducted in Spring 2009 (Doc.II.C.6), when asked whether the library's collection of materials and resources were adequate, only 48% agreed or strongly agreed, 27% were neutral, and 25% disagreed or strongly disagreed. It should be noted also that 29% responded that they had not used this resource.

To facilitate the increase of the library's circulating book collection, the staff replaced two ranges of short reference collection bookcases with tall circulating bookcases. With the completion of this shelving project, the maximum shelving space possible for the current building has been achieved. Chart 3 below details the development of the Library/LRC's holdings since the last accreditation report in 2004.

Chart 3. San Diego Miramar College Library Holdings
(Source: San Diego Miramar College's report to California State Library/LRC, California Academic Library Reports [Doc. II.C.19-20], and unpublished Annual Data Survey Brief)

	2004-05	2005-06	2006-07	2007-08	2008-09
Books	25,322	25,977	26,514	28,079	29,261
Documents/Pamphlets	5,844	5,812	5,812	5,812	5,812
Microforms	64,475	56,096	55,145	54,693	45,953
Periodical Subscriptions	64	62	67	67	68
Audio Recordings	104	103	140	161	167
Films/Videotapes	1,260	1,307	1,355	1,519	1,275
E-Books	14,945	18,512	21,860	24,922	27,653

Based on the San Diego Miramar College Employee Perception Survey, Spring 2009, the majority of employees (63%) agreed or strongly agreed, and one third (30%) were neutral when asked whether librarians consult with faculty and other stakeholders when selecting and maintaining library materials and resources (San Diego Miramar College Employee Perception Survey, Spring 2009, page 11, Doc. II.C.6).

In the area of periodicals, the Library/LRC has decreased its hard-copy subscriptions due to a static periodical budget; however, the library has been able to supplement paid print subscriptions with a small increase in the number of free print subscriptions plus the availability of full-text periodicals on the library's online periodical databases.

The library also holds various audiovisual resources. While the library does not have specifically

designated funds in its regular operating budget to purchase videotapes/DVDs to support curriculum, it can now use some funds provided to the SDICCCLRC consortium to purchase videotapes/DVDs for the library's own audiovisual collection. These new funds, plus IELM funds in FY 2006-07 and FY 2007-08, have enabled the library to increase its audiovisual collection by 14% in the past two years. Special collections include a law Library/LRC collection, which is required for the legal assistance program's American Bar Association (ABA) accreditation, and a collection of campus and district documents.

In today's technological society, it is imperative that the library provides computer access for students. The library has 17 computers that can be used by students to access the Internet, the library's online catalog, and the library's databases. While the number of student terminals in the library has not increased since the 2004 accreditation self-study, the library has increased student access to online resources by providing Wi-Fi access for students since summer 2008.

IELM funds remain a critical source in the supplementation of the general fund. They also serve as the primary funding source for the replacement of obsolete and damaged AV equipment used in the classroom, since the Library/LRC does not have an equipment budget.

The Library/LRC was dependent on state funding via TTIP to pay for its entire article and reference online databases and electronic books. The state provided each community college Library/LRC with $32,363 per year to cover the costs of online databases. However, this amount did not cover the total cost of $54,933, so the library was forced to make partial payments each semester and always struggled to make the total payment. When the state TTIP funding ended in 2009, the campus absorbed the total cost obligation of $54,933 for 2009-10. The College has committed to fund this cost, ensuring that no break in database service occurs for students.

Designed as a central location to support student learning, The PLACe is a 2,430 square foot facility that accommodates 70 – 80 students depending on the activity and noise levels. Collections include textbooks, reference books, syllabi, videotapes, DVD tutorials, and handouts. The PLACe computer lab has 6 student workstations, 6 staff workstations, a SMART Board, and a projection unit. The center's software collection includes 70 titles in 18 subjects and disciplines as well as specialized computer programs for vocational students and Invest Learning (6,000 online tutorials for adults in reading, math, and composition). For a detailed list of The PLACe's computer, software, equipment, and collections resources, see The PLACe Resources (Doc. II.C.21) and The PLACe Funding Graphs (Doc. II.C.22).

Currently at the ILC, enrolled students have access to 110 computer workstations including 2 Macs and 5 adaptive workstations for disabled students, two scanners, one copy machine, two black and white printers, one color printer, and various multimedia learning materials on CD-ROMs. The Pay-for-Print system was installed in the ILC in 2005 to provide a more convenient print system for students. The Pay-for-Print system allows students to purchase print cards from add value stations and to add money to their online account (print card) using both bills and/or coins. These print cards can be used to make prints and photocopies at both the ILC and library. Once the current supply of purchased print cards is depleted, the add value programming can be changed to permit student ID cards to be used as print cards.

Planning Agenda

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

San Diego Miramar College makes a conscious effort to teach students how to use resources (electronic or print) to obtain the information they need to complete an assignment, write a research paper, or satisfy their intellectual curiosity (information competency). Various programs tailored to students are available throughout the year at the Library/LRC, The PLACe, the ILC, and SDCCD Online.

The Library/LRC organizes orientation classes to introduce students to library research methods. These orientations are often customized for specific classes, and the reference librarians provide students with subject-specific guides. In these orientations, students learn how to use an online book catalog, how to use electronic databases, and how to evaluate content found on web sites.

For students requiring more skills in library use, currently the public service librarian teaches an online 8-week course entitled Library Science 101: Information Literacy and Research Skills. In this course, students learn to use library resources such as electronic databases and indexes, online services, and the Internet, as well as develop strategies for conducting research. This course is intended to assist students in acquiring skills that enable them to find information for academic research, career demands, and/or lifelong learning. To inform faculty about the newest online resources, librarians conduct FLEX sessions when necessary during Instructional Improvement Days. The bibliographic instruction librarian will teach this class when the position is filled.

When requested by faculty, The PLACe conducts class presentations/workshops about special study skills or composition, visit by a tutor to the classroom and also study groups by the subject.

Chart 5: Services provided by The PLACe in addition to personalized tutoring (Study Group included subject areas such as Math, English, ESOL, Accounting, Chemistry, Earth Science or Geology)

	Whole Class visits to The PLACe - faculty requested	Tutor visits to class-room	Workshops/ Study Groups
2005	4	54	125
2006	7	17	245
2007	4	34	166
2008	9	52	147
2009	11	16	47

At the ILC, students acquire information competencies by using the help functions within each of the various computer programs. In addition, the staff provide one-on-one assistance to students at computer workstations on an as-needed basis during operating hours.

SDCCD online provides a variety of ways to encourage familiarity with the online learning environment. To prepare students for an online course, SDCCD Online Learning Pathways offers a course called Introduction to Online Learning and offers online and on-campus orientation sessions. Additionally, students have access to tutorials that instruct them how to use Blackboard Vista at http://www.sdccdonline.net/students/training/. For additional support, online learners can consult user guides at the library.

Self Evaluation

The Library/LRC provides a variety of activities to develop information competency among students and faculty, ensuring that this standard is met. At the most basic level, librarians conduct student orientations each semester to develop student skills in information competency and library use. The library assesses student competencies in these skills by means of module exercises. See Chart 4 below.

Chart 4. Statistics of Library/LRC Orientations and Number of Participants:

Count	2004-05	2005-06	2006-07	2007-08	2008-09
Orientations	55	59	62	74	49
Participants	1,537	1,400	1,673	1,859	1,302

According to the Miramar College Library/LRC Point-of-Service Survey in spring 2009 (Doc. II.C.5), 81% of the responding students were either satisfied or very satisfied with the library instruction associated with a scheduled class visit (orientations), with 2% neither satisfied nor dissatisfied. According to the Employee Perception Survey, 61% of the respondents agreed or strongly agreed and 29% were neutral when asked whether the college provides ongoing training of library and learning support services to develop information competency.

Results from the Spring 2009 Online Course Satisfaction Survey (Doc. II.C.11) seem to indicate that approximately half of SDCCD Online students enroll in courses believing that they already possess the necessary information competency skills to be successful in the online course. Results supporting this conclusion include the fact that 70% of the respondents felt they had sufficient information about online course requirements prior to enrolling, 47% did not respond or selected "not applicable" when asked about the Online Learning Readiness Assessment, and 53% did not respond or selected "not applicable" when asked about WebCT orientation. However, of those students completing the Online Learning Readiness Assessment and WebCT orientation, 62% and 59%, of the respondents indicated that these exercises were helpful, respectively.

Planning Agenda

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library/LRC and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Easy access to the Library/LRC and other learning support services promotes widespread use of these resources amongst faculty and students. Where appropriate, walk-in access has been implemented with the necessary supervision, and when possible, online access has been developed. One or both of these modes of access are applicable to resources and services at the Library/LRC, The PLACe, the ILC, and SDCCD Online.

The existing Library/LRC serves all currently enrolled students, faculty, and staff. Faculty members teaching on- and off-campus have walk-in access to AV equipment, plus an option for long-term checkout privileges. Access to most Library/LRC online resources, plus a listing of services, is available to both on- and off-campus users (remote access via passwords) on the Library/LRC's web site (www.sdmiramar.edu/library). Interlibrary loans between San Diego Mesa and San Diego City Colleges are also available to students and faculty.

Until 2009, TTIP funds from the state enabled the Library/LRC to replace CD-ROM databases with subscriptions to online full-text periodical and reference databases. The Library/LRC now provides students currently enrolled in credit courses in the District with access to 9 online databases. Remote access to these databases and the NetLibrary eBooks collection is available through a service called E-Z Proxy. Online law Library/LRC resources (Nexus/Lexus and Shepard's) are also available to students enrolled in the Legal Assistant Program. The Library/LRC's NetLibrary eBooks collection currently consists of 27,653 books.

Access to tutoring services at The PLACe is primarily by appointment and walk-in during operating hours; however, efforts are currently underway to develop online access via CCCConfer. org. In addition, The PLACe has a web page (http://www.sdmiramar.edu/root/stu_svcs/PLACe/) which lists information about services, The PLACe's Mission Statement, hours of operation, and contact information. Moreover, the site maintains links to various learning improvement web sites, primarily in English, ESOL, study skills, and math. Other subject-specific learning links are also available from the site.

The PLACe has expanded its hours of operation from 20 hours per week in 1992 to 43 hours per week currently. Due to student demand and faculty requests, Saturday hours were established in 1997, and The PLACe is open for all intersessions. Due to budget constraints, the Saturday hours were discontinued in 2009. All intersession services were also cancelled since no intersession was offered across the District.

During a typical week, The PLACe provides academic support service to more than 1,403 student contact hours for 23 different subjects (Doc. II.C.23). The typical week at The PLACe averages 250 math student contact hours, 108 English student contact hours, and 90 ESOL student contact hours.

Access to services and facilities at the ILC is primarily by walk-in during operating hours. In addition, the ILC web page (http://www.sdmiramar.edu/stu_svcs/ilc/index.asp) contains lab guidelines, hours of operation, and contact information.

For online classes taught by San Diego Miramar College faculty, support is provided by the District through SDCCD Online Learning Pathways, led by a dean of Online and Distributed Learning, who reports to the Vice Chancellor for Instructional Services and Planning.

SDCCD Online Learning Pathways provides training, support, and resources for online students and faculty. Support services include:

- 24 hours a day, 7 days a week, 365 days a year technical assistance for both students and faculty.
- 0.20 release time each academic year for a Miramar Online Faculty Mentor to provide campus-specific training to online faculty.
- Faculty training, support, and instructional resources for preparing and teaching online courses, including both technological and pedagogical best practices.
- Online student training, support, and resources, including tutorials, online learning readiness assessments, sample online courses, and distance education orientations offered both online and in-person.
- A variety of software tools designed to facilitate high-quality instruction in a variety of learning modalities.
- Technical infrastructure of the distance education program.

SDCCD Online Learning Pathways also offers one-on-one instructional design support to faculty by appointment or on a walk-in basis at the San Diego Miramar College campus in the W Building. An invaluable resource is the faculty online mentor who can lend his/her expertise to beginning or experienced online instructors. The faculty online mentor is available to assist faculty in the development of their online course or answer routine questions as they arise. The College has also used interns who are masters candidates in the SDSU Educational Technology Program to assist faculty in developing materials for both their online and face-to-face classes. These interns were available for consultation at the campus Professional Development Center.

The SDCCD Online Learning Pathways web site at http://www.sdccdonline.net is devoted to the support of online students and faculty. The faculty section of the web site includes a variety of resources designed to assist faculty members in designing high quality distance education courses, for example:

- Course information page templates
- Tutorials
- Blackboard/Blackboard Vista 4 proficiency checklist
- Online teaching proficiency checklist
- Checklist of course readiness
- California Community Colleges distance education guidelines
- Course accessibility information
- Copyright compliance information
- Features of the online course reference guide
- Learning objects library
- Recommended components of a learning module

Self Evaluation

San Diego Miramar College is continually looking for ways to improve access and use of its Library/LRC and learning services by its faculty and students. Improvements have been made by carefully observing usage patterns and determining the needs of the College.

To accommodate student use, hours of operation for the library have been adjusted. Library staff estimates the amount of facility use by the number of people who pass through the entrance of the building as monitored by the security system. Due to decreasing user demand for the library on Saturdays and an increased need for classified staff on weekday evenings, Saturday service was discontinued in spring 2002. Electronic reference service was piloted as a replacement for Saturday reference service for a few months, but it was also discontinued due to low demand. Currently the library's hours of operation are: Monday-Thursday, 8:00 a.m. – 8:00 p.m. and Friday, 8:00 a.m. – 12:00 p.m. Staffing includes one supervisor, two contract librarians, three adjunct librarians, two contract media technicians, two 45% contract media clerks, and two hourly clerks. Summer hours were decreased to 44 hours per week in 2009; during the summer term, the library is open from 8:00 a.m. to 7:00 p.m. Monday –Thursday and closed on Friday. Now, with the implementation of the Library/LRC's web site and upgraded Dynix public interface, remote Library/LRC users can access the online catalog and online databases at any time. See Chart 5 below.

Chart 6. LRC Traffic Count by academic year

LRC Traffic Count						
2002-03	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
87,408	112,710	107,682	95,097	103,598	103,417	115,907

In addition to modifying hours of operation, the Library/LRC has made learning resources more accessible to the physically impaired through the installation of a touch-screen monitor and continued use of the TeleSensory VersiColor XL text magnifier for the visually impaired. Moreover, the Library/LRC's entrance/exit was made more accessible to wheelchairs in the summer of 2001 when the old book-detection system was replaced with a 3M gateless system (open corridor).

According to the Miramar College Library/LRC Point-of-Service Survey, Spring 2009 (Doc. II.C.5), satisfaction with the hours of operation was 72%; 13% were neither satisfied nor dissatisfied and 15% were dissatisfied or very dissatisfied. Survey results for general service perception (i.e. treatment by staff, knowledgeable, attentive to needs, etc.) were high with an average satisfaction rating of 84%. Satisfaction with both the Library/LRC's web site and online catalog was also high with 81% reporting being satisfied or very satisfied. When asked about the library's electronic books collection, 76% responded that they were satisfied or very satisfied.

The Library/LRC also promotes faculty use of its resources. Faculty and staff members are provided with information about Library/LRC services in the Instructor's Information Manual (Doc. II.C.24). Responding to faculty AV needs, the AV Department (housed in the Library) provides 67 hours a week of service during regular semesters. During summer session, the department offers 62 hours of service five days a week.

The PLACe employs the largest staff on campus, comprised of 1 faculty director, 1 faculty department advisor, 1 instructional lab tech, and 38 tutors and staff, yet demand still exceeds

available staffing resources. The PLACe has sought to provide students with access to academic support wherever and whenever it is needed. Online tutoring at The PLACe is currently poised to provide flexible access for a very large number of students. However, with the inability to increase the number of online tutors, The PLACe must concentrate on making traditional tutors available. To facilitate the addition of new tutors in a timely manner, The PLACe has captioned all its tutor training videos and can now create captioned podcasts for training and informational purposes. The Basic Skills Initiative has provided a part-time hourly adjunct to develop and coordinate online tutoring services. New training videos, manuals, and online information have been posted on The PLACe's web site and shared with sister campuses.

Access to services and facilities at the ILC is primarily by walk-in. In addition, the ILC web page (http://www.sdmiramar.edu/stu_svcs/ilc/index.asp) contains lab guidelines, information about student testing, hours of operation, and contact information. Currently the ILC's hours of operation are: Monday-Thursday, 8:00 a.m. – 7:00 p.m. and Friday, 8:00 a.m. – 12:00 p.m. Student comments on the Miramar College ILC Survey, Spring 2008 (Doc. II.C.8) indicated a need to extend open lab hours.

Since it is an online mode of instruction, access to SDCCD Online materials is available off-site all day every day via the web site (www.sdccdonline.net). Information about the facilities and resources for faculty is available at http://www.sdccdonline.net/faculty/. Additionally, the SDCCD Online Learning Pathways Handbook (Doc. II.C.25-30, available at www.sdccdonline.net/handbook/) gives district faculty, staff, and administrators access to information and documents pertaining to SDCCD Online operations. Learning support services for students and faculty provided by SDCCD Online Learning Pathways are listed at http://www.sdccdonline.net/index.htm. Faculty developing online instruction have access to the SDCCD Online computer lab, which contains computers, scanners, a fax machine, printers, digital audiovisual equipment, software, and books.

Planning Agenda

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The library building is secured by a central alarm system connected to the District Police Dispatch. Print and media resources are protected by a tagging system monitored by a 3M security system at the front entrance lobby.

The Audiovisual Department is housed in the LRC building. Its double door entrance, used for receiving and transporting equipment, has an alarm system connected to the District Police Dispatch. Only designated personnel may enter through this entrance as well as faculty/staff members requiring AV assistance. All AV equipment and important tools in this area are locked, secured, and inventoried daily. The AV Department also provides security for AV equipment in the classroom. Maintenance of over 60 smart classrooms, AV equipment for check-in/out, conference rooms, and various AV equipment in regular classrooms is performed throughout the fiscal year

by AV staff members.

The PLACe is armed with a security access code. Hardware and equipment are stored in locked cabinets. The PLACe coordinator and instructional lab technician offices are locked and have locking file cabinets to store confidential information. One panic button is installed at the front desk.

The ILC is housed in the I-building and is armed with a security access code. During hours of operation, security for the ILC is quite adequate due to the presence of staff positioned in line-of-sight of all equipment. Three panic buttons are installed under staff desks.

Self Evaluation

San Diego Miramar College provides effective maintenance and security for all its learning support facilities.

The Instructional Computing Services Department works in conjunction with the staff to set timetables for upgrades of computer software for student access. Monetary constraints prevent the replacement of staff computers at present although discussions continue about possible funding sources for computers.

The PLACe presents a different set of maintenance challenges. Being a high-use facility, The PLACe experiences very heavy foot-traffic daily, making maintenance difficult. This difficulty is compounded by the fact that it is in an aging facility.

Maintenance issues at the ILC focus on its student computer workstations. Maintaining these workstations in good working order must be scheduled during operating hours in a manner that does not interfere with student access.

The site technical support for SDCCD Online Pathways is housed in the new W-Building on campus. Thus in general, the SDCCD Online facility and supporting equipment are all in good working order. If problems arise, instructional design staff is there to assist faculty during regular business hours. In addition, online technical support is provided 24/7. SDCCD Online Learning Pathways is using a very recent version of Blackboard Vista, which is maintained and kept up-to-date by the district IT Department. Servers are kept in a secured section of the W-Building.

Planning Agenda

The Audiovisual Department will develop a plan for a network monitoring system for all campus AV equipment.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

San Diego Miramar College is a member of San Diego Imperial County Community College Learning Resource Center (SDICCCLRC). This collaborative organization enables the campus to share media resources through a central location at the County Board of Education. The College pays an annual membership of $14,000 to the consortium. Membership enables the AV Department to purchase videos and DVDs that are requested by campus departments.

The campus is also a member of the California Community College League (CCCL). This membership allows the library to purchase online databases as part of a large consortium and provides a negotiated discount rate from the vendor.

San Diego Miramar College evaluates and ensures the quality of its contracted services through usage statistics. Usage statistics are generated from each service in order to assess whether the services are being used.

Formal agreements between the Library/LRC and other institutions and vendors allow the College to offer interlibrary loan service, access to online databases, shared cataloging resources, regional disaster recovery, and print-on-demand services (Library/LRC Contract Agreements, Doc. II.C.31).

The ILC printing services are campus based through Pay-for-Print; students pay $0.10 per page. Satisfaction with the service is monitored via user feedback.

Blackboard Vista is the course management system used by the SDCCD to deliver online instruction. The software is licensed by the District on a two-year basis. The SDCCD IT Department staff monitor the performance of the course management system and maintain the technical infrastructure in a secure data center in the W Building on the San Diego Miramar College campus.

Self Evaluation

San Diego Miramar College has been a member of the SDICCCLRC for many years. In the beginning it was very cost effective as the media was very expensive. Sharing of media provided the campus with access to materials that were cost prohibitive for the College to purchase. The cost of videos and DVDs has decreased, and the College is currently determining whether belonging to this consortium is still cost effective.

The CCCL continues to provide the most cost effective way for the library to subscribe to online databases.

The current Pay-for-Print system has not been user friendly, and patrons have required assistance from departmental staff when using the system. However, data shows that patrons are satisfied with the print product. Directional signage has been posted on all Pay-for-Print machines to help alleviate the problem, but assistance from staff is still required most of the time.

Chart 7. Library/LRC's Point-Of-Service Survey Results identifies patrons' satisfaction with the equipment such as public computers, copiers and printers.

Satisfaction Statements	**Total N**	**Very Dissatis-fied**	**Dissatisfied**	**Neither Dissat-isfied/ Dissatis-fied**	**Satisfied**	**Very Satisfied**
Public Computers	170	5%	4%	14%	36%	37%
Copier	139	5%	6%	21%	29%	39%
Printers	135	5%	4%	21%	37%	32%
Overall Average	----	5%	6%	18%	34%	36%

According to the San Diego Miramar College ILC Survey, Spring 2008 (Doc. II.C.8), students rated printing and copying services a 4 on a 5-point scale (1 = least satisfied, 5 = most satisfied).

Satisfaction with Printing and Copying (n=190)

Computer and Software Areas	Least Satisfied (1)		2		3		4		Most Sat-isfied (5)			
	#	%	#	%	#	%	#	%	#	%	Total	Mean
Printing	5	3%	6	3%	21	11%	38	20%	120	63%	190	4.37
Copying	5	3%	4	2%	24	13%	34	18%	122	65%	189	4.39

Planning Agenda

San Diego Miramar College will work with its sister campuses to evaluate other systems when the Pay-for-Print contract expires in 2011.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

San Diego Miramar College uses the following methods to evaluate its Library/LRC and other learning support services:

- Program Review
- Occasional surveys of faculty, staff, and students (San Diego Miramar College Library Survey, Spring 2009, Doc. II.C.24)
- Usage statistics from services
- Annual data surveys requested at the state and national level

The library's program review/SLOAC assesses the services of the department. This assessment includes input from classroom faculty who bring their students to the bibliographic instruction orientations; completed modules submitted by the students demonstrating their newly-acquired knowledge of the library catalog and databases; and surveys completed by faculty, staff, and students addressing the collection, technology, and services offered.

The librarians also conduct an annual fall semester collection development survey to solicit feedback on what resources the faculty would like the library to purchase in order to support their curriculum and help their students complete class assignments successfully. To provide more access to students, the two-hour reserve service provides class textbooks and lecture materials on a two-hour on site basis. Use of this particular service in 2008-09 demonstrated an increase of 2.5 times compared to 2005-06. (SLO Library Reserve, Doc. II.C.32)

More formally, faculty instructors submit lists of resources for their courses during the curriculum review process (CurricUNET), and a librarian must authorize and approve the selections. Faculty members are designated a librarian whom they may contact to select materials for the Library/LRC collection. Faculty may search the Library/LRC web site and faculty Library/LRC Handbook for methods of contacting the appropriate librarian liaison for each subject area.

The Library/LRC includes the following items into its program review to determine whether it is enhancing student achievement of identified learning outcomes:

- Exercise modules for hands-on use of new information and for retention of instruction lectures
- Usage statistics for electronic databases (Database Usage Report 2009, Doc. II.C.33)

To evaluate how well it is meeting student learning needs, The PLACe conducts an annual program review which outlines their program level learning outcomes (The PLACe Program Review, Doc. II.C.34). The program review uses the "Council for the Advancement of Standards in Higher Education: Learning Assistance Program Standards and Guidelines" as its point of reference. Services at The PLACe are assessed using benchmarks established by the Council for Advancement Standards. Additionally, student satisfaction surveys distributed by the District incorporate questions about learning assistance services (Doc. II.C.7). Additionally, The PLACe evaluates its teaching/tutoring effectiveness and sets goals for improvement through annual performance reviews of tutors, staff, services, and collections by the program chair and faculty advisors as well as through campus-wide surveys to all faculty.

San Diego Miramar College uses student surveys (Doc. II.C.8) and the automated Student

Attendance Tracking System to evaluate the ILC. The ILC relies on usage data to determine whether it is meeting student needs. The automated Student Attendance Tracking System went into full use during spring 2001, and continues to be used today in the ILC. In some courses, faculty members give credit to students who use the ILC for coursework, so weekly information is necessary when faculty request attendance tallies.

The College uses the following to evaluate its SDCCD Online program:

- Occasional surveys of faculty, staff, and students (Doc. II.C.9-11)
- Annual data surveys requested at the state and national level

The SDCCD utilizes an online evaluation (https://admin.sdccd.edu/eval) for online courses and asks faculty to encourage their students to evaluate their courses. The responses are collected and analyzed each semester to determine whether online courses are enhancing student achievement of identified learning outcomes.

Self Evaluation

The size of the Library/LRC collection is sufficient to meet student learning needs according to the Association of College & Research Libraries (ACR) standards for a community college Library/LRC with FTES of 5,814 (see www.ala.org/Content/ NavigationMenu/ACRL/StandardsandGuidelines/ StandardsandGuidelines.htm).

Results from the Miramar College Library/LRC Point-of-Service Survey, Spring 2009 (Doc. II.C.5) indicate that 81% of the respondents were satisfied or very satisfied with the services provided by the library, with 13% being neither satisfied nor dissatisfied; 81% indicated satisfaction with their access to materials through the library web site. However, according to the Student Satisfaction Survey, only 59% indicated that the library had "an adequate selection of books, periodicals, and other resources." Identified themes from students' responses in the comments/suggestions section included the following: expand the library and make it bigger, have a greater selection of books, provide larger study spaces, provide more group study rooms, extend library hours, and increase resources.

On the Miramar College PLACe Point-of-Service Survey, Spring 2009 (Doc. II.C.7), 84% of respondents indicated they were very satisfied with the professionalism of the staff at The PLACe and felt that the staff was attentive to their needs, 95% of students agreed or strongly agreed that they felt comfortable returning to The PLACe, and 98% of students agreed or strongly agreed that the assistance they received was both useful and worthwhile. Two themes that emerged from the open-ended question, "what do you like best about this department or service or if you could change one thing about this department or service, what would it be?" were the need for extended hours of service as well as the need for more tutors. Other comments from the survey indicated a desire for Saturday appointments, student access to printers, and expanded rooms/facilities.

In spring 2010, The District IRP Office conducted a data analysis of retention, success, and persistence using PLACe data from spring 2008 to fall 2009. Students who received supervised tutoring for either math, ESOL, or English subjects at The PLACe were matched with their corresponding math, ESOL, or English courses to determine outcomes. The differences in the success and retention rates of the Basic Skills students who received one or more PLACe hours were compared to those who had no PLACe hours. Differences in persistence rates (Fall 2008 to Spring 2009) were also examined between the two groups. Overall, results showed that Basic Skills English, ESOL, and math students with PLACe visits (1 or more) had higher success, retention, and persistence rates compared to those students with no PLACe hours (Miramar PLACe Supervised Tutoring Report, Spring 2010, Doc. II.C.35).

According to a San Diego Miramar College ILC Survey, Spring 2008 (Doc. II.C.8), more than one-quarter (26%) of respondents used the ILC for 5-10 hours per week with highest usage on Mondays (79%). In general, students were very satisfied with ILC customer service. The average satisfaction rating for ILC customer service was 4.5 on a 5-point scale (1 = least satisfied, 5 = most satisfied).

SDCCD Online Learning Pathways has recognized outstanding San Diego Miramar College online instructors at Breakfast of Champions, Teaching Excellence Symposium, and Online Faculty Showcases.

Planning Agenda

None.

SUPPORTING DOCUMENTS FOR II.C.

Doc. II.C.1 AV Inventory Database
Doc. II.C.2 Distance Education Courses-Approved List
Doc. II.C.3 Annual Data Survey Brief 2006-2007
Doc. II.C.4 Collection Development Manual
Doc. II.C.5 Miramar College Library/LRC Point-of-Service Survey, Executive Summary, Spring 2009
Doc. II.C.6 Miramar College Employee Perception Survey, Spring 2009
Doc. II.C.7 Miramar College PLACe Point-of-Service Survey Item Analysis, Spring 2009
Doc. II.C.8 ILC Point of Survey Results, Spring 2008
Doc. II.C.9 Online Course Satisfaction Spring 2007 Research Note
Doc. II.C.10 Online Course Satisfaction Spring 2008 Research Note
Doc. II.C.11 All Colleges Online Course Satisfaction Survey Report, Spring 2009
Doc. II.C.12 Collection Development Manual
Doc. II.C.13 2008/2009 Collection Development Plan
Doc. II.C.14 Library Policy for Selecting and Deleting Obsolete Materials
Doc. II.C.15 San Diego Miramar College Three Year Rolling Technology Plan, 2008-2011
Doc. II.C.16 Miramar Substantive Change Request, p. 8
Doc. II.C.17 Annual General Fund budget for the Library/LRC
Doc. II.C.18 Business Office Report investment in Library's book collection
Doc. II.C.19 California State Library/LRC
Doc. II.C.20 California Academic Library Reports
Doc. II.C.21 The PLACe Resources
Doc. II.C.22 The PLACe Funding Graphs
Doc. II.C.23 The PLACe Weekly Contact Hour
Doc. II.C.24 Instructor's Information Manual
Doc. II.C.25 Online and Distributed Learning at the SDCCD at a Glance
Doc. II.C.26 Quality Assurance for Distance Education at the SDCCD
Doc. II.C.27 Distance Education Guidelines 2008
Doc. II.C.28 WASC Distance Learning Manual
Doc. II.C.29 Best Practice Strategies to Promote Academic Integrity in Online Education
Doc. II.C.30 Online Student Code of Conduct Guidelines
Doc. II.C.31 Library/LRC Contract Agreements
Doc. II.C.32 SLO for Libray Reserve
Doc. II.C.33 Database Usage Report 2009
Doc. II.C.34 The PLACe Program Review
Doc. II.C.35 Miramar PLACe Supervised Tutoring Report, Spring 2010

STANDARD THREE

RESOURCES

Standard Coordinator: Brett Bell,
Vice President of Administrative Services

STANDARD IIIA: HUMAN RESOURCES

Co-Chairs:
George Beitey, Administrator
David Navarro, Faculty
Annette DeLozier, Classified

Members:
Judy Patacsil, Faculty
Tim Hempleman, Faculty
Carmen Martinez-Coniglio, Classified

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

The San Diego Community College District (SDCCD) has a centralized Human Resources Department that outlines and supports the hiring process of San Diego Miramar College. The district office is the first point of contact in the application and hiring process. Human resources policies and procedures are created and revised at the district level with input from the campuses.

The College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. The District follows the Faculty Minimum Qualifications as established by the Board of Governors and local minimum qualifications established by the Academic Senate and the Board of Trustees as described in Board Policy 7120 on Recruitment and Hiring (Doc. III.A.1) and SDCCD Administrative Procedures 4201.1- 4201.3 (Doc. III.A.2). When positions become available, job announcements are distributed throughout the SDCCD, placed on the district web site, and advertised nationally. Advertisements for faculty and administrators are placed in specialty and ethnic journals to increase the diversity of the applicant pool (AFT Guild College Faculty Collective Bargaining Agreement, Doc. III.A.3, and SDCCD Management Handbook Doc. III.A.4). The Human Resources Department screens all applicants for academic, classified, and management staff positions to ensure that all applicants meet minimum qualifications; faculty applicants who do not meet minimum qualifications and have requested equivalency have their applications forwarded to the Faculty Equivalency Committee for determination. Applicants with foreign degrees must also establish equivalency prior to any offer of employment. The Human Resources Department oversees every phase of the recruitment and selection process for faculty, classified, and management hiring. All hiring committees follow the recruitment and selection

procedures as developed by the Academic Senate for faculty positions and by the Human Resources Department for classified and management positions.

Self Evaluation

Although San Diego Miramar College has been adhering to the requirements of this standard, the College continues to work on refining the adjunct faculty hiring process to ensure minimum qualifications are met. The Academic Senate is working with the district office on establishing a better procedure. The procedure should be ready to implement during the 2010-11 academic year.

Planning Agenda

None.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established.

Descriptive Summary

The announcement for an academic position is developed by a campus discipline hiring committee, which is composed of discipline faculty, the area manager, and classified staff. The announcement describes the position, details the responsibilities of the assignment, lists minimum qualifications and desirable characteristics for the successful candidate, and gives detailed information on how to apply for the position (Sample job announcement flyer, Doc. III.A.5). In consultation with the College, the District is responsible for advertising in minority publications as a means of diversifying applicant pools. An online application system called People Admin was recently adopted, and faculty and staff have been trained in its use (Training dates from district, Doc. III.A.6). People Admin was launched fall of 2009 with on-going training available for administrators, faculty, and staff involved in the hiring process.

Campus discipline hiring committees prepare screening and interview criteria as well as interview questions. Screening questions and criteria for all contract positions require the approval of the site compliance officer and the president. All hiring committees for contract positions include an equal employment opportunity officer appointed by the district Human Resources Department.

For academic faculty positions, questions focus on knowledge of the discipline, teaching commitment, and teaching effectiveness, including teaching techniques that promote student success. For academic administrators, screening criteria, interview criteria, and interview questions focus on the duties reflected in the respective job description (HR Instructions Manual 4200, Doc. III.A.7). All hiring committees review applications and evaluate equivalency prior to moving forward with the screening process.

Faculty hiring committee members follow district procedures by rating established criteria using a numerical rating system for initial paper screening and subsequent interviews. As part of the interview process, the candidate is evaluated on demonstrated ability in, command of, expertise in, and potential to become a skilled faculty member in the discipline or subject area in which they will be employed. Faculty candidates are typically asked to provide a teaching demonstration as part of the interview, which is rated on both content and presentation ability. An unranked list of finalists is sent to the college president who forms a secondary committee that includes faculty to assist with finalist interviews. The college president and the hiring committee chair evaluate the candidate's projected contribution to the College's mission before a final recommendation is made. Candidates are also evaluated on the degree in which they will contribute, directly or indirectly, to the diversity of the College. Following second interviews, the president makes a recommendation to the chancellor, who gives final approval. Upon approval by the chancellor, the Human Resources Department offers the position to the candidate. The Board of Trustees, acting upon the recommendation of the chancellor, approves all appointments; the offer is not official until the Board has approved the appointment.

Adjunct faculty are recommended for hire by the school dean in consultation with department chairs and, when necessary, with input from discipline experts. Candidates for adjunct positions are identified from a district pool, with résumés available to the dean in the online system, People Admin. Potential adjunct faculty members are interviewed, and recommendations from neighboring institutions are solicited, if necessary. Adjunct applications are reviewed for minimum qualifications by the school dean, the department chairperson, and also by district human resources staff.

All new classified positions and reclassifications of existing positions are reviewed by the District as well as by an independent consulting firm (The Hay Group) for proper classification and salary placement. Requests to establish new positions and requests for reclassifications are submitted on the SDCCD Position Description Questionnaire form (Doc. III.A.8).

Contract classified positions are filled through a process similar to that of academic personnel. Once the college president approves a request-to-fill, hiring committees, which include area administrators, supervisors, and staff, are formed to fill vacancies. These committees develop the position announcement along with selection criteria and interview questions. Candidates are selected for interview, and the committee recommends a slate of finalists to the appropriate vice president, who forms a secondary committee that includes the department supervisor. Following the second round of interviews, the vice president confers with the president to make the recommendation to hire.

Self Evaluation

San Diego Miramar College follows district-established processes that emphasize the involvement of discipline faculty and department staff in the selection process. The Miramar College Employee Perception Survey, Spring 2009 (Doc. III.A.9) reports that 65% of respondents agreed or strongly

agreed with the statement that "the faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional polices." When asked whether the criteria for hiring employees are clearly stated, 71% agreed or strongly agreed; a smaller majority, 63%, agreed or strongly agreed that the procedures for hiring employees are strictly followed while 19% were neutral.

Contract faculty, staff, and administrative qualifications are consistent with the expectations of this standard. Of the 108 classroom and non-classroom contract faculty at San Diego Miramar College (as of April 2010), 27 have doctorates, 61 have master's degrees, and 10 have a combination of bachelor's and associate's degrees and/or work experience to meet minimum qualifications for teaching in their disciplines. Of the 10 administrators, 5 have doctorates, 4 have master's degrees, and an acting dean has a bachelor's degree. Degrees held by classified employees are not tracked by the Human Resources Department. In accordance with district guidelines, the College's faculty and staff meet or exceed minimum qualifications to serve the needs of their divisions and/or respective disciplines.

Planning Agenda

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

San Diego Miramar College follows established district policy and procedure for systematically evaluating all personnel. The formal processes vary depending upon the specific employee's bargaining or meet and confer unit and the unit's contract or handbook. The evaluations for all employees can be found in the HR Instructions Manual 5000 (Doc. III.A.10). The evaluation instruments for academic and classified personnel vary in substance and objective, but use observable or measurable criteria to assess workplace effectiveness. Suggestions offered by supervisors, peers, students, and/or committee members, as well as goal setting and assessment, are components of the procedure and are designed to provide feedback and opportunities for improvement.

As stated in the SDCCD Manager Performance Appraisal Manual, administrators are evaluated annually during the first four years of service in the position and then every three years thereafter. The SDCCD also utilizes a Management Feedback Survey procedure in which managers are evaluated by their peers and contract personnel who report to them (Doc. III.A.11).

The American Federation of Teachers (AFT) Guild—San Diego Community College District Collective Bargaining Agreement establishes evaluation procedures for contract and adjunct faculty (Doc. III.A.3). The procedures are being updated through negotiations to streamline and improve the process. For contract faculty, a comprehensive evaluation occurs every year during the faculty member's probationary period, any year a faculty member is eligible for promotion, and every three years for tenured faculty. Mandatory student evaluations are completed for two classes each evaluation year for tenured faculty and for two classes each semester for probationary faculty (Student Evaluation Form, Doc. III.A.12). Evaluation committees and the appropriate manager review these student evaluations in conjunction with peer evaluations compiled from classroom observations and the instructor's performance review file. A faculty evaluations coordinator is designated to ensure that the evaluation process occurs in a timely fashion, and each evaluation is reviewed by the appropriate vice president and the president.

Like contract faculty, adjunct faculty are evaluated within the first year of employment and at least once every six semesters thereafter, at which time student and peer evaluations are reviewed. Mandatory student evaluations are completed at least once during the first term of assignment and at least once during every three semesters of subsequent assignment based on the AFT contract (Doc. III.A.3). Results of peer and student evaluations are discussed and reviewed by the dean and department chair and are made available to the adjunct faculty member. If requested by the instructor, chair, or dean, a meeting is held with appropriate parties present to discuss results and/or answer questions (Doc. III.A.3).

Supervisory and professional staff members are evaluated under a system especially designed for them with an evaluation tool and timeline that is similar to that of administrators (SDCCD Supervisors and Professional Staff Performance Appraisal Manual 4300.2, Doc. III.A.13). The supervisor and professional evaluations are completed and reviewed by the appropriate managers.

Newly-hired classified staff members are considered probationary during their first year, and they are evaluated twice during this period. Thereafter, they are evaluated periodically according to the employee bargaining agreement (AFT-OT Collective Bargaining Agreement, Doc. III.A.14).

Self Evaluation

The agreements and handbooks of each employee group ensure that evaluation procedures are systematic, consistent, and designed to provide formal, timely feedback on employee performance. The Miramar College Employee Perception Survey, Spring 2009 (Doc. III.A.9) shows that 75% of respondents agreed or strongly agreed that "performance evaluations have been conducted according to my contract guidelines." Overall, evaluation processes are well integrated into college personnel operations, and a general consensus exists that evaluations are used to evaluate effectiveness and encourage improvement.

Planning Agenda

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Criteria for faculty evaluations have been established by union bargaining agreements, and this contractual process currently serves as the basis for evaluating contract and adjunct faculty performance (AFT Guild College Faculty Agreement, Doc. III.A.3). Evaluation domains for contract instructional faculty include assessments of subject mastery, preparation for teaching, classroom instruction, coaching/counseling skills, and district involvement. Similarly, counselor evaluations address development/implementation of student services, professional counseling skills, subject mastery, and interpersonal/personal skills. Each of these evaluation domains is divided into specific criteria that are addressed in the evaluation process by the faculty member, peer and manager evaluators, and student responses on evaluation forms.

Self Evaluation

Current faculty evaluation domains and criteria at San Diego Miramar College are focused primarily on faculty teaching and counseling effectiveness. As a result, teaching excellence commands priority in focus and level of importance for both the evaluator and the instructor being evaluated. Of the Employee Perception Survey respondents, the majority of employees agreed or strongly agreed (82%) that faculty plays a central role in assuring the quality of instruction (Doc. III.A.9). When asked about the College's response to students' diverse needs through diverse programs, services, and teaching methodologies, most employees agreed or strongly agreed (74% and 70%, respectively) that the College was responsive (Doc. III.A.9). A lesser majority agreed or strongly agreed (69%) that the College implemented effective plans and strategies for identifying student learning outcomes, and a relatively high percentage of employees were neutral (21%). Similarly, 71% agreed or strongly agreed that the department/program/discipline has an effective faculty-driven process for assessing SLOs, and 18% were neutral.

Fewer employees agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes (58% agreed or strongly agreed and 26% neither agreed nor disagreed). This item also received a relatively high number of responses in the "I don't know" category (12% of total responses). Slightly more responded that their department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services (63% agreed or strongly agreed). However, a relatively high percentage of respondents were neutral (24%) or responded that they didn't know (15% of total responses). When asked whether student learning outcomes were considered in program review, the majority of employees either agreed or strongly agreed (76%) while 14% of responses fell in the "I don't know" category.

Planning Agenda

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

San Diego Miramar College's Professional Code of Ethics (Doc. III.A.15), developed by its Academic Senate in 1994-95 and revised in 2008, identifies the following as areas in which ethics is important:

- Scholarly competence
- Honest academic conduct
- Cultural and gender sensitivity
- Prevention of exploitation of faculty and students
- Establishment of academic standards
- Contributions of faculty to their professions
- Maintenance of academic freedom

Ethical requirements pertaining to any conflict of interest for all district employees are contained in the Conflict of Interest Code (SDCCD Policy 4460, Doc. III.A.16) which covers outside employment, political activities, and the acceptance of gifts and honoraria. In addition, the Board of Trustees maintains a high standard of ethical conduct for its members (Board Policy 2715, Doc. III.A.17).

Self Evaluation

Ethical codes of conduct and the SDCCD Conflict of Interest code are evidence that San Diego Miramar College meets the requirements of this standard.

Planning Agenda

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

San Diego Miramar College employs 113 contract academic employees, including 82 classroom faculty, 12 counselors, 1 Extended Opportunity Programs and Services (EOPS) counselor, 4 Disabled Students Services (DSPS) faculty (as of June 30, 2010), 1 articulation officer/counselor, 2 librarians, and 11 administrators. Full-time classroom faculty and full-time non-classroom faculty in the library and in counseling all meet the minimum qualifications for their discipline.

The College employs 105 contract classified staff members distributed among such departments as Administrative Services, Instructional Services, the President's Office, and Student Services. In addition, 43 classified staff members are assigned to San Diego Miramar College from other

district service areas including the Bookstore, College Police, Food Services, and Facilities Services. These staff members are district employees and thus are not funded through the San Diego Miramar College budget.

The College employs approximately 250-300 adjunct faculty employees each semester allocated within the following areas: School of Liberal Arts; School of Business, Math and Science; School of Workforce Initiatives/Technical Careers; School of Public Safety, Library and Technology; and Student Services. These numbers vary by semester based on instructional needs. In addition, approximately 300 adjunct employees are employed in the Public Safety Academies/In-Service programs. This number may vary considerably based on the demand for services from the College's public safety partners. Minimum qualifications for all adjunct faculty members are verified at both the district and campus levels.

Funding to support new academic and contract classified positions is addressed primarily through the district budget development process. Requests for new contract faculty positions are submitted to the College's Faculty Hiring Committee, which draws its membership from the Academic Senate Executive Board and the academic members (faculty and administrators) of the Academic Affairs Committee. The College Executive Committee (CEC) works jointly with the Faculty Hiring Committee to ensure adequate staffing needs are met. Requests from departments for contract classified positions are also reviewed through CEC.

Self Evaluation

Academic and classified staffing for the College is based on an annual allocation model for distribution of funds within SDCCD (District Budget Planning Model, Doc. III.A.18). The current model funds all full-time contract positions before allocating remaining dollars to the campuses for adjunct salaries and other expenses. Because the District has historically followed this model and funds existing positions first, no consistent mechanism exists for adding new contract positions even when significant growth has occurred. Instead, positions are funded when additional dollars are made available to the District.

Based on its recent growth in both facilities and students, San Diego Miramar College does not have the desired number of contract faculty and staff to fulfill its responsibilities to the campus and community. Because of the allocation model, the number of contract faculty and staff has not grown, but in fact has been reduced due to budget constraints impacting all of California's community colleges. Currently, the College has 27 vacant/defunded positions (General Fund Unrestricted/ Restricted): 14 faculty, 9 classified staff, 1 supervisor, and 3 managers. With the current financial burdens on the District, hiring to fill vacant positions has been temporarily frozen.

However, efforts to fill vacancies do not address the general understaffing at San Diego Miramar College. The College's allocation in terms of dollars expended for contract classroom and non-classroom faculty and classified staff are below the district average in each of these allocation model areas. As a result, San Diego Miramar College is serving a growing student population with fewer contract faculty and staff than the other district colleges. This funding gap becomes increasingly significant as the College continues to grow.

Planning Agenda

When the state funding picture improves, it is imperative for the District to consider staffing needs at the College in order to support increased campus operations related to campus growth and construction.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The SDCCD develops and establishes written personnel policies and procedures to which San Diego Miramar College adheres in all employment procedures. Ultimately, the District's Board of Trustees adopts personnel policies. The College's participation is achieved through the college president, who serves on the Chancellor's Cabinet. The Human Resources Department develops personnel services procedures, series 4000 of SDCCD Policies and Procedures (Doc. III.A.19). A copy of this document is stored in the campus Business Office and is available for administrative, faculty, and staff review; it also is available electronically on the District's web site. The College provides input relating to personnel policy and/or procedures through the Academic Senate, representation through department chairs serving on the Academic Affairs Committee, the collective bargaining leadership for faculty and staff, participation by the three vice presidents on district-wide planning and leadership councils, and campus staff participation on district personnel/payroll workgroups.

The College maintains and follows SDCCD policies regarding employment procedures. Ensuring fairness in all employment procedures, Administrative Policy 3410 of the SDCCD Policies and Procedures states, "The District shall provide equal employment opportunities to all applicants and employees regardless of ethnicity, national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or status as a Vietnam-era veteran" (Doc. III.A.20). This policy is consistent with federal and state mandates and guidelines on equal employment opportunity. Personnel procedures are outlined in the appropriate employee handbooks for each bargaining/meet and confer groups. Each respective administrator, dean, department chair, supervisor, and academic or classified employee is responsible for knowing and adhering to personnel policy as it relates to hiring, evaluation, tenure, promotion, and dismissal.

Self Evaluation

San Diego Miramar College ensures that it administers its personnel policies consistently by following district policies and procedures as stated in the SDCCD Human Resource Instruction Manual (Doc. III.A.7). The College has successfully implemented changes to procedures in the hiring of short-term non-academic employees which have occurred in the 2008-09 academic year as well as new business processes that have occurred with the implementation of a new payroll system as of July 2006.

Planning Agenda

San Diego Miramar College will actively participate in the development of district personnel and payroll services policies and procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

San Diego Miramar College follows the provisions developed and maintained by the Human Resources Department for protecting personnel records and for providing employee access to personnel records (Confidentiality of Employee Files and Release of Information from Employee Records, Doc. III.A.21 and III.A.22). Official personnel records are maintained at the District's human resources office; however, some records related to appraisal and evaluations are housed on campus.

At San Diego Miramar College, the Office of Instruction maintains evaluation files and an access log for all contract faculty. Evaluation files for all staff and administrators are maintained in the Business Office. Student evaluations of adjunct faculty are kept in the individual school deans' offices.

Faculty and staff members have the right to examine their personnel file at any time. They may also add any material that bears upon their position to their file and/or obtain copies of any material from their file.

Self Evaluation

The College has adhered to the requirements of this standard, and there are no indications that the rights of privacy of instructors or classified staff have been violated.

Planning Agenda

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

San Diego Miramar College demonstrates its commitment to equal opportunity and diversity in its Mission Statement. The College's stated mission is "to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity."

The District has taken actions since the last self study to advance and further formalize its commitment to equity and diversity. Through participatory-governance processes with faculty, staff, and constituency groups, the District has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity to further efforts to ensure that it maintains fair and equitable hiring practices that support a diverse workforce and effectively addresses any problems that could arise in this area. These policies reconfirm the District's and the College's commitment to support working and educational environments that are free from discrimination and rich in diversity.

The site compliance officer is responsible for reviewing hiring committee composition as well as questions and criteria used in the hiring process. In addition, a district-trained Equal Employment Opportunity (EEO) representative has an essential role in the hiring process for managers, faculty, and staff. At the first search committee meeting, the EEO representative reads the affirmative action guidelines to all committee members. The EEO representative then assures that hiring committee members follow the procedures included in the District's hiring checklist.

The College's site compliance officer addresses compliance issues dealing with workplace harassment and discrimination. This position is supported with training by the district office and is charged with the responsibility of investigating reported incidents and facilitating resolutions.

Board Policy (BP) 7100, Commitment to Diversity, states that the District is committed to the employment of personnel who are dedicated to the success of all students (Doc. III.A.23). It recognizes the importance of cultural competency and that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. It underscores the Board's commitment to hiring and staff development processes that support equal opportunity, diversity, and cultural competency and assures equal consideration for all qualified candidates.

Self Evaluation

San Diego Miramar College demonstrates its commitment to equity and diversity through a combination of adherence to formal policies and practices in recruitment and hiring. More importantly, the College recognizes the value of diversity and strives to create a climate that brings people together as a campus family. Of the respondents to the Miramar College Employee Perception Survey, Spring 2009 (Doc. III.A.9), when asked whether policies and practices of the College clearly demonstrate commitment to equity and diversity, 62% agreed or strongly agreed, and nearly one quarter (24%) were neutral.

Planning Agenda

None.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

San Diego Miramar College supports an active campus Diversity/International Education Committee that coordinates activities throughout the year to enhance awareness of the diverse and global nature of campus staff. This committee organizes Black History Month events, Filipino cultural awareness programs, Latino Heritage Month events, disability awareness programs, Women's History Month activities, Asian Pacific American Heritage activities, International Education week, and Evening with the Experts films and lectures.

Another attempt by the College to recruit and prepare minority faculty members is illustrated in its involvement with the San Diego and Imperial Counties Community College Association (SDICCCA) Minority Faculty Internship Program headed by the San Diego County Consortium. Since the program began, interns have served in a wide variety of departments including counseling, EOPS, TRIO, transfer center, student affairs, biology, philosophy, English, political science, economics, math, chemistry, child development, and history. From this diverse pool of experienced interns, San Diego Miramar College has hired a number of adjunct faculty members.

Self Evaluation

San Diego Miramar College has been a leader in celebrating diversity within the District as demonstrated by its development of a cultural diversity committee in the early 1990s. Over the years, this committee has evolved into a full participatory-governance Diversity/International Education Committee, demonstrating the College's commitment to the importance of diversity, inclusion, and global awareness. All of the campuses in the SDCCD will now be required to have a diversity committee.

Planning Agenda

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

Following SDCCD's Staff Diversity/Affirmative Action Plan (Doc. III.A.24), job announcements are regularly distributed through channels that target underrepresented populations. The plan attempts to ensure equity in all employment procedures as outlined in the Chairperson's Checklist for Administering the Hiring Process Including Procedures for Requesting an Affirmative Action Representative (Doc. III.A.25). The district equal employment opportunity (EEO) representative plays an integral role in the hiring of all managers, faculty, and staff. This position is responsible for training screening committee members and assuring that established procedures are followed during the screening process. San Diego Miramar College and the San Diego Community College District regularly assess their employment and diversity status, consistent with the District Staff Diversity/Affirmative Action Plan. The Miramar College Fact Book provides statistical data regarding the ethnicity of its employees by category (management, faculty, and staff) each year.

Self Evaluation

During the 2007-08 fiscal year, the San Diego Community College District convened a district-wide diversity committee to begin working on the district EEO Plan. The committee has continued to meet and the plan is currently going through the district approval process.

Planning Agenda

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The campus adheres to the District's code of conduct as outlined in the Code of Ethics (Doc. III.A.17) for both employees and students. San Diego Miramar College has adopted a zero tolerance policy on violence in the workplace and in the learning environment.

Self Evaluation

As indicated by the responses received from the Miramar College Employee Perception Survey, Spring 2009 (Doc. III.A.9), the majority of employees agreed or strongly agreed (75%) when asked if they were treated with respect at the College.

Planning Agenda

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

San Diego Miramar College is committed to providing all personnel with professional growth opportunities that are aligned with the College's mission and that are based on specific teaching and learning needs. In its Staff Development Goals and Issues (Doc. III.A.26), the College promises to provide all personnel abundant information regarding professional growth opportunities and to encourage the following:

- Innovation, experimentation, and creativity within the learning environment
- An awareness of the changing educational environment
- Training that promotes safe working conditions for campus personnel
- Effective working relationships within the campus community including a collegial exchange

of ideas among discipline and professional specialists

The Staff Development Committee is a standing committee within the College's participatory-governance structure (Miramar College Shared Governance Manual 2008, Doc. III.A.27). The committee has campus-wide representation with four faculty, four staff, and one administrator. Its various functions include the following:

- Making recommendations to the Academic and Classified senates
- Overseeing instructional improvement for faculty (i.e., FLEX) activities and budget
- Allocating funds for faculty, staff, and administrators to attend conferences

Additionally, the committee shapes the College's organizational goals and responsibilities for staff development and aligns its mission with the College's strategic plan. Subcommittees of the Staff Development Committee include the FLEX and the Diversity/International Education committees.

Self Evaluation

The College's commitment to staff development is reflected by the goals stated in the Human Resources Development Proposal (Doc. III.A.28): "Staff development should include every aspect of a community college campus: faculty, administration and classified personnel. Through the inclusion of all segments, each person may plan for his/her individual professional development and collectively all college personnel can unite for common goals of the campus and for the development of a team spirit or rapport among the college community." Based on the Employee Perception Survey conducted in spring 2009, when asked whether the College provides adequate opportunities for continued professional development, 61% agreed or strongly agreed, 19% were neutral, and 20% disagreed or strongly disagreed. A relatively large majority (76%) agreed or strongly agreed that members of their department program stay current in their fields.

Planning Agenda

None.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

San Diego Miramar College supports professional development by providing its personnel with the following:

- Faculty retraining, including SDCCD Online training seminars
- Funds for attending and presenting at conferences
- College-wide forums with keynote speakers (including "Evening with the Experts")
- Funds for recertification and pre-approved coursework from accredited institutions
- Health/safety education
- A Professional Development Center and "Teaching Institute"

- Sabbatical leave opportunities
- Professional training for faculty in Advanced Transportation and Technology and Energy Program
- Training for faculty involved with the Basic Skills Initiative
- ISIS and People Admin training for department chairs

The district Human Resources Department offers various workshops for college employees. These workshops cover topics such as:

- California Code of Regulations: Education Code and Title 5
- Employee Relations
- Creating a Culture of Respect
- The Disability Interactive Process
- Workplace Harassment

In 2009, the district Human Resources Department began offering a Management Leadership Development Academy, in which college staff participated, with plans to add a Supervisory Leadership Program in 2010.

Self Evaluation

Limited funding has impacted the ability of the College's Staff Development Committee to directly fund activities and conferences. However, through coordination with the Academic Senate, Vocational and Technical Education Act (VTEA) Perkins funding, the President's Office, Basic Skills Initiative funds, and other grant and special funds, the College has been able to maintain key aspects of its staff development program, including some funding for conference participation for individual faculty and staff. As of May 13, 2010, the College has spent $65,379 from these various funds for faculty, staff, and administrators to attend and/or present at national and local conferences (Budget Report May 13, 2010, Doc. III.A.29).

Planning Agenda

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The San Diego Miramar College Staff Development Committee works closely with the Academic Senate, SDCCD Professional Development Committee, and Classified Senate to assess the teaching and learning needs of the campus via both campus-wide surveys as well as focused workshop surveys. In developing and funding activities for staff development and FLEX activities, the committee considers the following categories:

- Course instruction and evaluation
- In-service training and instructional improvement
- Program/curriculum/learning resource development and evaluation
- Student personnel services
- Learning resource services
- Related activities (student advising, matriculation, and campus diversity)

When SDCCD moved to a 16-week semester for primary classes, the hourly FLEX requirements for contract faculty increased to 90 hours per academic year; adjunct faculty were required to complete these as well. The preparation for and implementation of the new FLEX requirements posed several challenges for the campus since the required FLEX hours per semester for contract faculty increased dramatically from 12 to 45. Furthermore, adjunct faculty members were required to perform FLEX hours (1.5 per primary term, classroom contact hours) for the first time.

This "explosion" of FLEX required more than an informal tracking of the FLEX hours; therefore, the District created an on-line tracking program that faculty and FLEX coordinators could access. The FLEX coordinators from all three district campuses spent extensive time collaborating with the AFT president and SDCCD's vice chancellor of Student Services on the policies/procedures for new requirements and implementation/training for the new web site.

The staff development/FLEX coordinator submits a yearly report of professional development activities to the state chancellor's office. The report includes a summary of the professional development activities for the year as well as proposed activities for the coming year. Furthermore, the 2008 report included a three-year plan (Doc. III.A.30) and discussion of methods for evaluating the plan. These documents guide the Staff Development Committee's planning and funding of activities.

Self Evaluation

San Diego Miramar College is committed to providing, and has delivered and supported, a variety of opportunities for professional growth as described in this self study. Feedback via surveys and evaluations from faculty, staff, and administrators has been positive. According to the College's Employee Perception Survey, Spring 2009 (Doc. III.A.9), more than 60% of faculty and staff felt there were "adequate opportunities for continued professional and staff development." In addition, the FLEX Workshop Evaluations (Doc. III.A.31) provides more comprehensive and current information concerning the efficacy of the professional development program at the College.

With increased FLEX obligations for contract and adjunct faculty, the College saw a dramatic increase in faculty professional development participation in 2002-03 when data was captured via the web site. The College's contract and adjunct faculty were obligated to perform 3,947 FLEX hours in 2008-09; however, faculty actually performed 11,979 hours of individual, group, and department FLEX activities, as documented in the SDCCD Faculty Flex Report (Doc. III.A.32). Performing beyond their obligation by 8,032 hours reflects the faculty's commitment to their professional development.

Professional development opportunities will be significantly reduced in the next few years as fiscal support will be absent from the state budget. This situation will require creativity and teamwork,

redefined expectations for travel/conference opportunities, and more reliance on internal campus expertise for professional growth. Future planning must manage without financial support, yet still maintain not only alignment with the College's strategic plan, but also a relevant program for institutional and professional renewal that addresses the professional development needs of the faculty, staff, and administration.

The College's faculty and staff professional development program has been enhanced in the last three years due to administrative support, Title III grant funding, growth in the program's infrastructure, collegial association with other campus committees, and faculty/staff support. The loss of both state budget resources and Title III grant funding has resulted in a predicament that must be turned into opportunities for finding creative ways to maintain the momentum of the program.

The College has taken advantage of alternative funding sources such as Basic Skills Initiative, Perkins, and AB 1725/Staff Development funding to support maintenance and expansion of staff development opportunities.

Planning Agenda

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

San Diego Miramar College's strategic plan identifies goals for institutional development that integrate human resource planning with institutional planning. As opportunities for hiring occur during these difficult financial times, decisions on where positions will be allocated will be based on the College's focus on student learning and goal of becoming a more comprehensive institution. As opportunities arise to fill vacant faculty positions, the College will use a collaborative process to match the allocation of positions to institutional planning. Using data from course enrollments (which are addressed in program review), college-wide priorities, the College Mission Statement, and the Strategic Plan 2007-2013 (Doc. III.A.32), the campus Faculty Hiring Committee determines a priority order for replacing vacant faculty positions and a "new" hire list. These hiring lists are reviewed and revised before each hiring cycle, which is part of the college-wide planning cycle. For classified staff, CEC reviews and endorses the prioritized classified staff hiring need list submitted to the three vice presidents.

Self Evaluation

San Diego Miramar College has evaluated its needs and planned for its use of human resources. However, since the district office controls the budget through the allocation model, little autonomy can be exercised when developing the campus budget. However, the College's management has been a strong advocate for the campus, working with the District to clearly articulate the needs of

San Diego Miramar College and to make those needs a district priority. As a result, the College's continued growth has been recognized through the District's support of a growth formula that disproportionately funds adjunct faculty and replacement contract faculty positions at the College. This new policy, if it continues, will allow the College to more closely align the addition of faculty and staff with institutional planning priorities.

In 2004, the district Human Resources Department initiated a 15-year College Faculty Allocation Model for all colleges. In 2005, the District hired a consulting firm, The Hay Group, to conduct a classified staffing study, resulting in the addition of four contract classified positions for the campus. Additionally, in 2008, each college was given one counseling position due to a reduction of counseling workforce hours.

Despite recent changes that indicate some improvement in staffing at the College, the results of the Employee Perception Survey Report, Spring 2009 (Doc. III.A.9), show that employees were not satisfied with the level of staffing at the College. When asked whether Student Services has sufficient staff/resources to meet student needs, 38% disagreed or strongly disagreed, 23% were neutral, and only 40% agreed or strongly agreed. Clearly, the campus perceives that the College's staffing needs in the student services area are not being adequately met. While San Diego Miramar College faculty and staff continue to work very hard to meet basic student needs, departments and programs are stretched very thin, and double-digit growth cannot continue without significant staffing increases.

Planning Agenda

When the state budget picture improves, the College will recommend that the District evaluate the College's staffing needs in relation to enrollment growth and facility expansion.

SUPPORTING DOCUMENTATION FOR STANDARD III.A

Doc. III.A.1 BP 7120 Recruitment and Hiring
Doc. III.A.2 AP 4201.1-4201.3 Faculty Minimum Qualifications
Doc. III.A.3 AFT Guild College Faculty Agreement
Doc. III.A.4 SDCCD Management Employees Handbook
Doc. III.A.5 Sample job announcement flyer for faculty, staff and dean/VP
Doc. III.A.6 People Admin Training dates from district
Doc. III.A.7 HR Instruction Manual; sections 4210/4220
Doc. III.A.8 SDCCD Position Description Questionnaire
Doc. III.A.9 Miramar College Employee Perception Survey Spring 2009
Doc. III.A.10 HR Instructions Manual, section 5000
Doc. III.A.11 SDCCD Manager Performance Appraisal Manual
Doc. III.A.12 Student Evaluation Form
Doc. III.A.13 SDCCD Supervisors and Professional Staff Performance Appraisal Manual 4300.2
Doc. III.A.14 AFT-OT Bargaining Handbook
Doc. III.A.15 Professional Code of Ethics 2008
Doc. III.A.16 AP 4460 Conflict of Interest Code
Doc. III.A.17 BP 2715 Code of Ethics/Standards of Practice
Doc. III.A.18 District Budget Planning Model
Doc. III.A.19 SDCCD Policies and Procedures, series 4000
Doc. III.A.20 AP 3410 Non-Discrimination
Doc. III.A.21 Confidentiality of Employee Files
Doc. III.A.22 Release of Information from Employee Records
Doc. III.A.23 BP 7100, Commitment to Diversity
Doc. III.A.24 Staff Diversity/Affirmative Action Plan
Doc. III.A.25 Chairperson's Checklist for Administering the Hiring Process Including Procedures for Requesting Affirmative Action Representative
Doc. III.A.26 Staff Development Goals and Issues
Doc. III.A.27 Miramar College Shared Governance Manual 2008
Doc. III.A.28 Human Resources Development Proposal
Doc. III.A.29 Budget Report May 13, 2010
Doc. III.A.30 2009-2010 Faculty & Staff Development Flexible Calendar Program Report
Doc. III.A.31 Flex Workshop Evaluations
Doc. III.A.32 San Diego Miramar College Strategic Plan 2007-2013

STANDARD THREE

RESOURCES

Standard Coordinator: Brett Bell,
Vice President of Administrative Services

STANDARD IIIB:
PHYSICAL RESOURCES

Co-Chairs:
Greg Newhouse, Administrator
Joan Thompson, Faculty
Dan Gutowski, Classified

Members:
Mark Hertica, Faculty
Dane Lindsay, Classified

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

San Diego Miramar College is located on 120 acres in the Mira Mesa/Scripps Ranch area of San Diego County and is one of three colleges in the San Diego Community College District (SDCCD). The College was founded in 1969 and today has an average enrollment of 12,000 students. Initially, the College offered a few career technical education courses. Over the years, the College has grown and expanded its course offering to include a full range of academic and career technical education programs.

The Board of Trustees of the SDCCD has evaluated safety, growth and expansion, and information technology needs in developing the scope of college facility projects to be funded as outlined in the District's Master Facilities Needs List, amended from time to time, on file at the District's Public Information Office (District's Master Facilities Needs List, Doc. III.B.1). The Master Facilities Needs List was developed during a series of meetings with the faculty, staff, and students of campuses operated by SDCCD. The Chancellor's Cabinet and campus Citizens Advisory Committees, along with the District's business, industry, and workforce development partners also provided recommendations for the Master Facilities Needs List. Gafcon, a construction consulting firm was hired to provide program management services for new construction and campus renovation work for all of the District's campuses.

On November 5, 2002, San Diego voters approved the Proposition "S" Construction Bond Program to repair leaking roofs, worn wiring, and plumbing; renovate aging/deteriorating classrooms and libraries; repair, acquire, construct, and equip college buildings, sites, and computer labs; and improve overall campus safety. The Proposition "S" Program, comprising of about seventy (70) projects at a total estimated cost of $685 million, will provide critically-required education classrooms, laboratories, libraries, Advanced Educational Technologies facilities, technology training facilities, expansion of the police and fire fighter training academy, parking, and student support facilities. The program will also seismically strengthen and repair current campus

infrastructures and provide accessibility improvements, hazardous materials abatement, life safety and building systems upgrades, and improve/expand space utilization and campus function. The Proposition “S” Construction Bond Program will provide significantly improved learning environments for the students of San Diego City College, San Diego Mesa College, San Diego Miramar College, and Continuing Education.

On November 7th, 2006, Proposition “N,” another $870 million bond, was passed by San Diego voters. Proposition “N” is in sequence with the district planning. Proposition "N" refines the master plans and moves them forward; it provides for new construction and renovation beyond what was conceived for Proposition “S.” The District will then be able to move forward in a seamless manner with continuing plans for the build out and renovation of the entire District with funds provided from Propositions “S” and “N” (http://www.sdccdprops-n.com/default.aspx).

At the campus level, the College further updated the Miramar College Facilities Master Plan based on the 2004 Educational Master Plan orchestrated by the Vice President of Instruction at the time. (Miramar College Facilities Master Plan and 2004 Educational Master Plan, Doc. III.B.2-3). The 2004 Educational Master Plan was developed with significant faculty and staff involvement, and identified academic and career technical education facilities needs to serve 25,000 students by the year 2025.

At the conclusion of all the construction, San Diego Miramar College will be the beneficiary of over 20 different projects including a parking structure, library, classrooms for different disciplines, and a maintenance facility. Currently, a 33,500 square foot science/technology building, an 8,000 square foot Advanced Automotive Technology Center, a 40,000 square foot District Computing and Distribution Center, Leave a Legacy Plaza, and final phase of the Hourglass Athletics Complex (the Field House), have all been completed. The campus infrastructure project is under construction providing the foundation for future Proposition “S” and “N” projects including: Automotive Technology Center, Parking Structure No. 1., Student Services Center, Cafeteria/Bookstore & Student Campus Center Building, San Diego Regional Public Safety Institute Driving Range, Regional Training Center for Public Safety, Heavy Duty Advanced Transportation Technology Center, Aviation Maintenance Technology Center, Science Building addition, College Services Center and Police/Emergency Services Substation with parking structure, and Maintenance Facility (Master Program Schedule- Prop “S” and “N” projects, Doc. III.B.4).

Off-campus venues are also used to augment the College’s ability to serve students. The most used sites are the Naval Training Center, Camp Nimitz (NTCCN); Mira Mesa, Patrick Henry and Serra High Schools; Marine Corps Air Station (MCAS) Miramar; and Qualcomm Stadium.

Discussion is currently underway between the District, city and, county to create an EVOC (emergency vehicle operations course) at the existing Naval Training Center that would fill a training need that has existed since 1990. This project is possible because of the longstanding relationship the District has with public safety officials in both city and county leadership roles, and the ability to leverage Propositions “S” and “N” funds acquired by the District. EVOC development will require relocation of the EMT and Fire Science programs to another location, and possible locations are being studied (PSTI Background/History Slides, Doc. III.B.5).

Planning for each new facility is based on the needs of the programs to be housed in the building. Faculty and staff explicitly highlight facilities needs in their program reviews (Program Review Template, Doc. III.B.6). Faculty and the dean worked closely with the Facilities Committee to develop the campus Facilities Master Plan designed to allow for anticipated growth of the College and its programs. End users work closely with the architects on each construction project to determine programming needs of each area, so that the architects clearly understand the intended use of each space prior to designing the building.

The Facilities Committee meets monthly to deal with all issues, from non-immediate safety concerns to space allocation. Facility resource allocation begins with program review documents in which needs are identified. Program review reports provide feedback to the Facilities Committee about immediate programmatic issues, whereas the new and anticipated construction will meet the college's overall needs.

Self Evaluation

All facilities recently completed, under construction or under design, must comply with an array of California, local, and Department of Education building and safety codes. In addition, the SDCCD Board of Trustees approved seeking LEED Certification on all newly-constructed buildings. All facilities are appropriately inspected prior to district and campus acceptance.

Existing facilities undergo consistent safety evaluations under the direction of the Safety Committee and district and campus facilities personnel. Campus facilities personnel are responsible for ongoing inspection; the Regional Facilities Officer undertakes regular reviews: daily, weekly, monthly, etc. The Safety Committee is responsible for ensuring that annual safety reviews are undertaken by each department on campus. The Safety Committee meets monthly, September through May, to hear any and all safety-related issues brought before it. The San Diego Miramar College Facilities Committee is a participatory-governance committee which addresses ongoing facilities related issues and ideas. A recent example of a safety hazard was insufficient lighting noted in an irregular walkway fenced off for construction, humorously referred to as “the gauntlet.” Lighting was improved within two days of the problem being reported.

Questions relating to facilities and safety on the Employee Perception Survey (Employee Perception Survey Report, Doc. III.B.7) administered in spring 2009 captured how respondents felt about these issues. When asked whether “student learning and support needs are central to the planning, development, and design of new facilities,” 63% of employees who responded agreed or strongly agreed, and 19% disagreed or strongly disagreed. When asked whether “safety hazards are addressed promptly,” 77% of employees who responded agreed or strongly agreed whereas 9% disagreed or strongly disagreed.

In general, student responses on questions concerning facilities and safety in the Spring 2009 Student Satisfaction Survey (Student Satisfaction Survey Report, Doc. III.B.8) were positive as well. The majority (77%) of students agreed or strongly agreed that college facilities were adequate for instruction. When asked whether there was adequate study space on campus, 69% of students agreed or strongly agreed, and the College anticipates that this percentage will increase when the Proposition “S” and “N” buildings are completed. Finally, the majority (76%) of students who participated in the survey agreed or strongly agreed that they felt safe on campus.

The San Diego Miramar College program review process works to ensure the sufficiency of facilities in regards to academic and vocational education needs. Program review incorporates the

identification of facility needs within the program planning process.

For offsite locations, San Diego Miramar College collaborates with the District and the offsite location to develop the terms of the use permit to assure safe and sufficient physical resources. The responsibility of any potential safety issues are detailed in the use permit (Use Permit – Sample, Doc. III.B.9).

Planning Agenda

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Through strategic planning and coordinated development efforts with SDCCD, San Diego Miramar College plans, builds, maintains, and upgrades or replaces its physical resources to support its programs and services effectively (State and Local Scheduled Maintenance reports, Doc. III.B.10). District and campus strategic plans, facilities plans, and physical resource needs were assessed in the development of both Proposition "S" and Proposition "N." The passage of these measures has led to a long-term development process to provide sufficient physical resources, both buildings and related equipment, to meet identified long-term campus needs.

As stated in the Facilities Master Plan, "the Master Planning Committee met seven times in eight months, beginning April 2004. The committee enumerated Proposition 'S' funded projects, as well as future building requirements, and outlined construction plan sequencing." The future building requirements discussion provided the foundation for the Proposition "N" projects. In addition, the plan states that: "Buildings are highly functional and flexible, integrating modern technologies with the ability to adapt to a wide range of teaching/curricular options and designed to allow for future expansion."

The campus has established and maintains effective procedures to ensure that selection, maintenance, inventory, and replacement of all equipment are accomplished systematically to support institutional programs and services. Equipment selection begins with departmental identification of needs during program review. Program review gives individual programs the opportunity to identify equipment needs, whether that be replacement or maintenance of existing equipment. Requests for Funding (RFF) are then submitted to the Budget and Resource Development Subcommittee (BRDS) for consideration when funds are available for the purchase of new equipment. Equipment has historically been funded through various categorical programs as well, such as the Carl Perkins VTEA, Telecommunications and Technology Infrastructure Program (TTIP), and donations from college partners, such as Hawthorn Machinery, Toyota, and Honda. The College also has a small minor improvements budget allocated each year that may be used to address campus needs for repairs and renovations. Requests for these funds are made to the campus director of Administrative Services and approved through the Facilities Committee. Requests for scheduled/deferred maintenance requiring larger amounts of capital outlay are submitted to the District for review and potential funding. In addition, each of the new facilities or expansion projects have been allocated a furniture, fixtures, and equipment (FF&E) budget that allows the department to acquire new or replacement equipment needed for their programs as they transition into the new facility. Technology standards have been developed for classrooms, to ensure that equipment for smart classrooms and its placement comply with Americans with Disabilities Act (ADA) requirements and meet teaching and learning needs (General AV Guideline, Doc. III.B.11).

The career and technical education programs on campus have strong partnerships with their particular industries. These companies have historically donated additional equipment, supplies, and training aids to help furnish and equip new facilities and facilitate program improvement in general.

The management, maintenance, and operation of physical resources are organized under the district vice chancellor for Facilities. The district Facilities Department is responsible for all aspects of maintenance and operations of the campus physical environment. The Vice Chancellor and staff meet monthly with the campus leadership to review any facilities issues at a Review of Services meeting. In addition, a campus Facilities Committee, made up of faculty, staff, students and administrators, meets monthly to ensure the ongoing integration of physical resources and instructional programs. The Safety Committee makes ongoing assessments, and recommends actions to ensure a safe and secure campus environment.

Self Evaluation

The planning, coordination, and completion of projects on the state and local scheduled maintenance report will contribute to the effective utilization and the continuing quality necessary to support San Diego Miramar College's programs and services (State and Local Scheduled Maintenance reports, Doc. III.B.7).

Annual program reviews are used to identify equipment needs at the individual program and service level. Because of the current state budget crisis, BRDS now only processes Emergency Requests for Funding. To qualify as an emergency request, the identified need must relate to safety issues or directly and severely impact instruction.

Planning Agenda

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

San Diego Miramar College provides access to its campus and facilities for all students, faculty, administrators, and visitors. The College ensures the safety of its facilities and the accessibility of its campus through compliance with applicable state and federal laws. For example, the campus

provides adequate ramps, elevators, curb cuts, and handicapped parking to meet ADA requirements. In addition, all projects being funded through Propositions "S" and "N" will meet International Building Code standards as interpreted by the California Division of State Architect in addition to seeking LEED Certification at the Certified level. All off-site locations, such as Mira Mesa High School, Scripps Ranch High School, Patrick Henry High School, Junipero Serra High School, Alliant University, Montgomery Field, Qualcomm, and MCAS Miramar comply with state and federal standards, although some accessibility problems still exist at NTC where fire technology and emergency medical technician (EMT) classes are conducted (Use Permit, Doc. III.B.9). The challenges with the NTC facilities will be rectified once the Region's Training Center for Public Safety is completed. This project, to be funded by Proposition "N," is currently under discussion, and the District is searching for a suitable site to relocate the program as this self study is being written.

Safety needs are addressed campus-wide through the work of the Safety Committee. The Safety Committee conducts an annual review of all campus facilities and completes an inspection report on all areas (Inspection Form, Doc. III.B.12). Representatives of the Safety Committee have also worked with a paid consultant to update the campus Emergency Plan (SD Miramar College Emergency Plan 7.30.09, Doc. III.B.13) to include Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS). The Safety Committee also sponsors safety training classes every 6 months. For example, some of the safety training classes have included: cardiopulmonary resuscitation (CPR) classes, First Aid, Automated External Defibrillator (AED), (CRN 02051 Friday 01/25/08 0800-1615 hours attended by 22 people), Fire Extinguisher training (FLEX offering FIRE SAFETY Friday, August 22 1:00-2:00 Room S5104 Presented by: MARTIN WALSH), use of the Emergency Evacuation Chairs in January 2010, and a 24-hour C-Cert training open to students, faculty, and staff. Each participant in the C-Cert Training received a free Pro3 Kit, with 16 components and a comprehensive disaster preparedness kit (DRCCC_Newsletter_Winter09, Doc. III.B.14,). In addition, the Facility Services Department has daily, weekly, and monthly review cycles of campus facilities to ensure safety and cleanliness of the campus (MBWA Building Scoring Sheet, Doc. III.B.15). The Employee Safety Manual (Doc. III.B.16), which covers safety policy, accident prevention, accident handling and reporting, workplace safety rules, and a wide range of safety-related information, practices, and reporting is currently being updated. Finally, the district publication, "What to do in an Emergency" (Doc. III.B.17) is posted in all classrooms and office areas.

Access to the campus includes the expansion of parking to include two additional parking lots and a soon-to-be-constructed parking structure. The lots are in close proximity to classrooms and also have disabled and short-term parking areas that ensure quick, safe access to campus buildings. All new buildings that are over one story will have an emergency evacuation chair that is accessible in emergencies. In addition, the campus maintains lighted and well-maintained roads and paths that guarantee safe and secure access for all drivers and pedestrians. In addition, the city bus currently stops on the perimeter of the campus, and projects are underway for students who use public transportation to have safer access to the campus. Caltrans plans to add a new bus terminal on campus that will be a connection hub for the northern part of San Diego. Funds for this project have been allocated by the Metropolitan Transit District Board, and environmental assessment is already underway. In addition, a high occupancy vehicle ramp will exit I- 15 at Mira Mesa Road, just north of the campus.

Security at San Diego Miramar College has improved with the addition of a staff sergeant and

enough police and college service officers to patrol the campus 24-hours a day 7-days a week. In addition, security alarm systems are being installed in new Proposition "S" and "N" buildings as well as in existing administrative offices, laboratories, and any classrooms that contain expensive equipment.

The College continues to address maintenance and safety concerns, and, despite limited operational funds, it continues to improve campus facilities. Since the last accreditation, exterior improvements include: slurry sealing all parking lots; upgrading fire hydrant supply on Northern Loop and the South East Fire line; yearly turf renovation projects on athletic fields; replacement of the playground structure in the Child Care Center and addition of child proof bark; replacement of B-300 bungalow acoustic ceilings; replacement of the deck and ramp on the D-400 bungalow; replacement of roofs on D-300, I-Building and S-500; reframing of the book store flooring; replacement of all air filters in addition to scheduling duct cleaning and AC replacement after two wild fires:, upgrades of all elevators in A-200 and the I-building; cutting back all trees and bushes along the property line; and installing a walk-way curb along the entrance to campus.

Self Evaluation

College employees were asked to rate maintenance of the campus's physical resources in the Spring 2009 Employee Perception Survey (Doc. III.B.7). Of the respondents, a relatively large majority (76%) agreed or strongly agreed that the grounds are pleasing and adequately maintained. A smaller majority (68%) agreed or strongly agreed that the exterior of the campus buildings are adequately maintained. An even smaller majority (62%) agreed or strongly agreed, and 20% disagreed or strongly disagreed that the interior of the classrooms, offices, and restrooms are adequately maintained. When asked whether the exterior lighting of the College is kept in working order, the majority (73%) agreed or strongly agreed.

Students were also asked to rate maintenance of the campus's physical resources. Of the respondents to the Student Satisfaction Survey conducted in spring 2009 (Doc. III.B.8), students agreed that the grounds were adequately maintained (77% agreed or strongly agreed). Similarly, 75% of respondents agreed or strongly agreed that the exterior features of the campus buildings were adequately maintained. Slightly fewer students responded that the interior of the offices and buildings were adequately maintained (74% agreed or strongly agreed). When asked about the adequacy of the exterior lighting of the campus, 72% of students agreed or strongly agreed. Finally, the majority of students agreed or strongly agreed (76%) that they felt safe on campus.

Recent campus expansion has had the greatest impact on parking. At the time when the Student Satisfaction Survey was conducted in spring 2009, only 12% of student respondents rated parking availability as unimportant or very unimportant. Of all the students surveyed at that time, 56% were dissatisfied or very dissatisfied with the parking available. The College suspected the dissatisfaction with parking availability was due to parking lot closures due to seasonal rain storms. In response to the students' dissatisfaction with parking, the College Executive Committee (CEC) appointed a Parking Task Force to find solutions to alleviate the students' parking concerns (CEC minutes, Doc. III.B.18) The task force recommended to allow parking on the campus perimeter and also additional use of the "overflow" parking lots further away from the main campus. A second survey on parking availability was completed in September of 2009, and 49% of the respondents disagreed or strongly disagreed that "the current parking situation at Miramar College meets my parking needs" (Miramar Parking Survey Result 09, Doc. III.B.19). The Facilities Committee and the

Parking Task Force discussed this issue further and suspected that students were also dissatisfied with the increased distance, due to construction, between the current parking lot and existing classrooms as compared to the location of the parking lot a year ago and concluded that the culture and level of satisfaction will change over time. (Facility Committee Meeting Minutes or Agenda, Doc. III.B.20) In addition, renovation of the parking lots and construction of the parking structure will significantly improve parking access around the perimeter of the campus.

Planning Agenda

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

As stated in the previous section of this standard, the development of the Miramar College Facilities Master Plan (Doc. III.B.2) occurred in conjunction with the 2004 Educational Master Plan (Doc. III.B.3). The Master Program Schedule- Proposition "S" and "N" projects was developed by the District with periodic updates provided to the campus (Doc. III.B.4). San Diego Miramar College works with SDCCD to develop long-range capital and equipment replacement plans (State and Local Scheduled Maintenance reports, Doc. III.B.10) in support of college-wide master planning efforts. One component of Propositions "S" and "N" was the assurance that all necessary costs for staffing and maintenance of any facilities constructed with bond funds would be budgeted by the District before any construction projects are initiated. This guarantee, which was written into the bond language, protects both the taxpayers and the College from building facilities that it cannot staff or support. To comply with the bond language, a district-wide facilities reorganization took place, and facility management practices were reviewed. This reorganization plan was developed by Step Function FMC (Facilities Management Consulting) L.L.C. and implemented in October 2009 to include clearly defined, proven metrics. Step Function FMC, the District, and the campus will be monitoring the effectiveness of the reorganization efforts (SDCCD Lean Facilities Phase 1 Wrap Up, 4/8/10, Doc. III.B.21).

Project budgets for facilities being developed under Propositions "S" and "N" address not only the structural facility but also the equipment necessary to ensure successful implementation of academic and technical education curriculum by using the state formula for FF&E. Individual departments determine how to allocate the FF&E funds for their portion of each new building. The campus has developed and implemented an approval process for new facility plans and FF&E purchases. These processes include faculty, staff, administrators, and third party consultants (S&N Projects Sign Off Procedures and FF&E Sign Off Procedures, Doc. III.B.22-23).

In order to reduce long-range operational and maintenance costs, every Proposition "S" and "N" facility is to be LEED certified. The San Diego Miramar College Police Sub Station will be constructed to meet Platinum LEED Certification, which is the highest level. LEED is an internationally recognized green building certification system that was developed by the U.S. Green Building Council (USGBC). The certification provides third-party verification that a building was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO_2 emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts.

Self Evaluation

Due to budget constraints, the increase in staffing is not as generous as desired. Staffing patterns and workloads are being adjusted to accommodate the new facilities and fiscal realities. Work is prioritized, and priority needs are met.

The planning and approval process is working well and uses a total cost of ownership focus. The College is able to meet the criteria for this standard and provide existing staffing needed to support facilities by prioritizing need and eliminating services that are not high priority. However, with continued construction of new facilities and the current state of the California budget, the College is concerned about being able to secure the personnel needed to clean and maintain the new facilities.

Planning Agenda

The College will work with the District to evaluate staffing needs to support the new facilities.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College continues to update its strategic plan (Strategic Plan - FY 2007-2013, Doc. III.B.24) and the campus Facilities Master Plan which was created in 2004 and updated in fall 2008 (Facilities Master Plan, Doc. III.B.2). New program review data is now being integrated into developing the Facilities Master Plan each year. New facilities continue to be planned and built. San Diego Miramar College continues to look for partnerships, seek grant opportunities, adjust FTES to match state funding levels, improve efficient use of space, operations and practices, and increase visibility. The faculty, staff, students, and administration have collaborated in continuing to update the Facilities Master Plan to fit within the College's annual priorities and goals. With the addition of facilities as per Propositions "S" and "N," the College is preparing to add new programs and services as well as more fully support those currently in existence. These facilities are listed below.

- Facilities recently completed since the last visit:
  - Hourglass Park Field House (completed early 2009)

- The Reprographics/Mailroom relocation project (completed in early 2009)
- Leave a Legacy Plaza
- Infrastructure Phase I

- Facilities currently under construction:

  Mathematics and Technology Building

  Arts and Humanities building

  The LLRC

  Lot 3 Parking Structure and College Police Sub station

  Expansion of the Automotive Technology Career Instructional building

  Expansion of the Heavy Duty Advanced Transportation Technology building

- Facilities in the design stage:

  Cafeteria/Bookstore & Student/Campus Center building (design started in early 2010)

  Aviation Maintenance Technology Center building

  Science Building Expansion

- Timelines have been established for the following projects, but they have not as of yet entered the design phase of their construction (dates of beginning of design phase are in parentheses):

  College Services Center (mid-year 2010)

  Maintenance Facilities Expansion (mid-year 2010)

  Student Services Center (late-year 2010)

  Renovation of the Science Building (early 2010)

  Campus Safety (mid-year 2010)

The College has established numerous partnerships, such as the Toyota Technical Education Network and a Honda Professional Automotive Career Training school, and is a participant in the Caterpillar Stewardship Program. In addition, the College operates a California Smog Check Referee Station in conjunction with the automotive program. Each of these partnership projects provides significant benefits to the College including: professional development for faculty and staff, instructional equipment and tools including vehicles, database access, classroom teaching materials, and job placement/internships for students.

The College has used the information from the planning efforts to apply for and receive numerous grants in areas such as Automotive Technology, Energy, Diesel, Medical Laboratory Technician, and Biotechnology. In addition to Perkins funds, the College is currently the host site for an Advanced Transportation Technology and Energy Center, Biotechnology Center, Advanced Automotive Technology and Energy Hub, Advanced Transportation and Energy CTE Liaison Hub, and the Biotechnology CTE Liaison Hub. Perkins funds provide program improvement funds for: Automotive, Administration of Justice, Aviation Management, Aviation Maintenance, Biotechnology, Business Technology, Business Management, Child Development, Diesel, Emergency Medical Technician, Exercise Fitness Trainer, Fire Technology, and Paralegal. In addition, Perkins funds are used to support selected student service projects that serve all career and technical programs. The College is currently in the process of seeking more grant opportunities to assist in obtaining resources for physical and educational opportunities.

Self Evaluation

The stakeholders in the planning process have included the CEC with support from the campus constituencies represented by Academic Senate, Classified Senate, Associated Students, Academic Affairs, Facilities Committee, and Prop S and N Citizen's Oversight Committee. The oversight committee has been active and vocal in ensuring that funded projects are well conceived and planned, that standards and timelines are met, and that project overruns do not exceed a threshold percentage of cost. Information about the committee and its activities is posted on its web site, at http://www.sdccdprops-n.com/members2.aspx. All projects currently under construction are currently ahead of schedule and under budget.

Of the respondents to the Employee Perception Survey in spring 2009 (Doc. III.B.7), the majority of employees (63%) agreed or strongly agreed, 19% were neutral, and 19% disagreed or strongly disagreed that "student learning and support needs are central to the planning, development, and design of new facilities." The relatively high disagreement with this statement may be due to the fact that recent planning efforts have gone from the excitement of the initial global master planning stage, in which there is much excitement, but limited understanding of the necessary processes, to the individual department planning stage in an environment with limited human and fiscal resources.

Resource planning is integrated with institutional planning, and the College systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

None.

SUPPORTING DOCUMENTATION FOR STANDARD III.B.

Doc. III.B.1 District's Master Facilities Needs List
Doc. III.B.2 Miramar College Facilities Master Plan
Doc. III.B.3 2004 Educational Master Plan
Doc. III.B.4 Master Program Schedule- Prop "S" and "N" projects
Doc. III.B.5 PSTI Background/History Slides
Doc. III.B.6 Program Review Template
Doc. III.B.7 Employee Perception Survey Report
Doc. III.B.8 Student Satisfaction Survey Report
Doc. III.B.9 Use Permit - Sample
Doc. III.B.10 State and Local Scheduled Maintenance reports
Doc. III.B.11 General AV Guideline
Doc. III.B.12 Inspection Form
Doc. III.B.13 SD Miramar College Emergency Plan 7.30.09
Doc. III.B.14 DRCCC_Newsletter_Winter09
Doc. III.B.15 MBWA Building Scoring Sheet
Doc. III.B.16 Employee Safety Manual - draft
Doc. III.B.17 What to do in an Emergency
Doc. III.B.18 CEC minutes
Doc. III.B.19 Miramar Parking Survey Result 09
Doc. III.B.20 Facility Committee Meeting Minutes or Agenda
Doc. III.B.21 SDCCD Lean Facilities Phase 1 Wrap Up, 4/8/10,
Doc. III.B.22 S&N Projects Sign Off Procedures
Doc. III.B.23 FF&E Sign Off Procedures
Doc. III.B.24 Strategic Plan - FY 2007-2013

STANDARD THREE

RESOURCES

Standard Coordinator: Brett Bell,
Vice President of Administrative Services

STANDARD IIIC: TECHNOLOGY RESOURCES

Co-Chairs:
Susan Schwarz, Administrator
Rex Heftman, Faculty
Kurt Hill, Classified

Members:
Wahid Hamidy, Faculty
Rechelle Mojica, Faculty
Glenn Magpuri, Classified
Todd Williams, Classified
Chris Delozier, Classified
Wasem Stancksay, Student

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.C. TECHNOLOGY RESOURCES

Technology resources are used to support learning programs and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

Descriptive Summary

The institution assures that all technology support is designed to meet the needs of student learning, teaching, college–wide communications, and operational systems. Campus technology needs are initially identified in departmental program review (Program Review-Chemistry, Doc. III.C.1). Program review documents are then reviewed and approved by the department chair and dean and submitted to the appropriate divisional program review committee. The three vice presidents provide a summary and presentation of the program reviews in their division to the Institutional Effectiveness (IE) Committee at its December meeting (IE Committee minutes/agenda 091212, Doc. III.C.2). The technology requests are submitted through the request for funding (RFF) process. Each department submits their prioritized request to their school dean, who in turn prioritizes all of the requests for the school (BRDS Request for Funding Instructions, Doc. III.C.3). These lists are submitted by the program to the Budget and Resource Development Subcommittee (BRDS) for further prioritization and allocation of appropriate funds (Miramar Shared Governance Handbook on BRDS, Doc. III.C.4).

BRDS forwards the technology-related requests to the Technology Committee (Miramar Shared Governance Handbook on Technology Committee, Doc. III.C.5), which is also a college-governance committee, for review and prioritized recommendation for funding. Both committees utilize the submitting department's program review when prioritizing and making recommendations for funding (BRDS Request for Funding Instructions, Doc. III.C.3). Instructional Equipment and Library Materials (IELM) funds are the funds that BRDS has allocated for both technology and all other campus equipment requests.

The College currently has two separate computing support departments. The Administrative Computing Support (ACS) Department consists of one liaison person, who formally reports to the district director of Information Technology (IT), and for daily campus operation, reports to the vice president of Student Services. ACS is responsible for all of the faculty, staff, and administrative computing needs as well as the technical support for the Professional Development Center (PDC).

The Instructional Computing Support (ICS) Department reports to the dean of the School of Library and Technology. This department has one micro-computer supervisor, one network specialist, and one instructional lab technician/computer science. They provide the technical instructional support for all classrooms and student labs on campus.

The ACS, ICS, and Audiovisual departments are included in the development of the technology needs for the new Proposition "S" and Proposition "N" buildings to ensure that the support needs for instruction and student services are met. This planning is done through a collaborative effort involving all parties concerned (Document AV plans for LLRC, Doc. III.C.6).

The instructional support supervisor of the library and AV department and the AV instructional lab technician are members of the district Committee for Audio Visual Equipment (CAVE) to assure that college and district needs are met when the district AV contract is awarded. In a similar manner, the micro-computer specialist supervisor and ACS liaison sit on the district Microcomputer Advisory Group (MAG) to assure that the campus and district computer needs are met when the district microcomputer contract is awarded. The vice president of Instruction and vice president of Student Services work with various committees, the Academic Senate, and Deans' Council to assure that technology-related teaching and learning needs are met.

The new college web site was beta tested by students, faculty, and staff in spring 2010. The redesign has made navigation through the site more user-friendly. Students are able to access the class schedule, find information in the college catalog, register through Reg-E link (http://studentweb.sdccd.edu/), and access their grades at e-Grade using the district link of the college web site.

The district director of Information Technology oversees the systems, equipment, and personnel that provide the infrastructure for the wide area network and internet connectivity; for all areas of communications, including e-mail and telephone; for computing and technology-related equipment; and for all applications development (SDCCD District IT Governance Chart, Doc. III.C.7; SDCCD District IT Organization Chart Doc. III.C.8). The director works with district administrative system owners (Student Services Council, Business Services Management Team, Human Resources Management Team, and Instructional Services Council and Online Learning) and College and Continuing Education Information Technology Councils to develop the Annual and 3-5 year Information Technology Work Plans (SDCCD Annual Work Plan, 2008-2009; Annual Report, 2008, Doc. III.C.9). District- and college-level responsibilities for communications, research, and operations are integrated as well. This integration allows college staff assigned to these areas of responsibility to work cooperatively with district employees in the delivery of these services to the campus community.

Self Evaluation

Technology is an important resource for most functions of the college and district. Responsibility for this resource is shared between the college and district to provide hardware, software, and infrastructure to support learning, teaching, college-wide communications, research, and operational systems.

The ICS department conducts program review, while providing services directly to faculty and staff as they relate to instructional needs. Program review has proven to be an effective instrument for identifying program technology needs. For example, the ICS Department identified through its program review that the purchase of memory and hard drives would allow existing instructional-use computers to function with newer software. The College is in the process of identifying which administrative computers need additional memory to run Microsoft Office 2007 and sources of funding for this upgrade.

ICS is currently in the dialogue phase of identifying service area/unit outcomes. The Audio Visual Department has already identified service unit outcomes that include assessment of how the technology needs are met (Service Unit Outcomes for AV, Doc. III.C.11).

In general, employees and students at the College are satisfied with the technology and its use on campus. According to the Employee Perception Survey conducted in spring of 2009, approximately half of the employees (58%) agreed or strongly agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning, while 23% disagreed or strongly disagreed (Miramar College Employee Perception Survey, Spring 2009, Doc. III.C.12). According to the Student Satisfaction Survey also conducted in spring 2009, when asked about the satisfaction with both the overall quality of instruction and the instructor's use of technology in and out of the classroom, most students agreed or strongly agreed (77% and 83%, respectively). The majority of students agreed or strongly agreed (72%) when asked if the classrooms were equipped with updated computers and software. Even more students agreed that the availability of open computer labs was sufficient to meet students' educational needs (75% agreed or strongly agreed) (Miramar College Student Satisfaction Survey, Spring 2009, Doc. III.C.13).

In a separate survey conducted by the ILC with the help of the district Institutional Research and Planning Office in spring 2008 (Doc. III.C.14), students were asked about their relative satisfaction with seven of the computer software programs offered at the ILC. Seven computer and software areas were listed in this section and students were asked to rate their level of satisfaction on a likert scale ranging from 1 (least satisfied) to 5 (most satisfied). Results are summarized below:

- The data suggests that students were mostly satisfied with the ILC computers and software, with an average percent response ranging from 63% to 83% across all items.
- Online services (4.75) received the highest satisfaction ratings on average. The computer login procedure (4.66) received the second highest satisfaction ratings on average.
- The average satisfaction rating for ILC computers and software was 4.6, which indicates a high level of satisfaction across all participants.

Planning Agenda

None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Campus technology is categorized into three areas, and each area is supported by a different department: (1) enterprise services (e-mail, student databases, etc.), supported by the district IT Office; (2) faculty, staff, and administrative desktop computers and certain software, supported by the campus ACS Department; and (3) instructional computers, instructional support for smart classrooms, open student and specialty labs, computer equipment checked out to faculty from the Audiovisual Department and the associated software for each area, supported by the campus ICS Department.

The campus Technology Committee addresses certain aspects of campus technology, but day-to-day decisions regarding technology are made by ACS and ICS. The Technology Committee is a participatory-governance committee comprised of faculty, staff, and administrators as well as members from both ACS and ICS. The Technology Committee drafts a Three-Year Rolling Technology Plan that incorporates information from instructional, administrative, and student services program review and feedback from all constituencies. The plan is ultimately approved by the College Executive Committee (CEC) (CEC 100420 minutes, Doc. III.C.15). The Technology Committee makes recommendations to the BRDS regarding technology-related requests for funding as outlined in the Three-Year Rolling Technology Plan (Doc. III.C.10).

As described in the district documentation (http://it.sdccd.edu/docs/IT Accreditation Documentation.pdf, Doc. III.C.16), the district Office of IT handles district-wide enterprise services such as e-mail, administrative databases (i.e., ISIS, HR/Payroll), telecom systems, Internet/intranet security, network infrastructure, and the online course management system, San Diego Community College District (SDCCD) Online.

San Diego Miramar College, along with the District, maintains a standard for several types of technology needs, such as computer and smart-classroom equipment. These standards are developed at the district level, with participation from the College via the district Microcomputer Advisory Group (MAG). All campus technology requests for funding are forwarded to the dean of Library and Technology for review by the appropriate department (ACS, ICS, or AV). Distance education support is provided by SDCCD Online Learning Pathways, which receives input from all campuses via the district Distance Education Steering Committee, in addition to the required authorization by each instructional department.

Specific to computers and computer-related equipment, all district computer purchases (PC and Mac) have 4-year on-site warranties, and the District strives for a four-year equipment replacement cycle. All network equipment is protected with annual maintenance contracts, and the District maintains sufficient spare parts, servers, and other critical equipment to provide 99.99% uptime. All Internet servers are installed in redundant load-balanced "clusters" to minimize any downtime and provide the 99.99% uptime.

The wide area network circuits that connect the district office and the three colleges are currently 100-megabit AT&T Opteman point-to-point circuits with a 45-megabit ATM over SONET redundant rings for failover circuits.

The district Internet circuit, via CENIC, is currently funded via Telecommunication and Technology Infrastructure Program (TTIP) funds and has just been upgraded to the newer 1,000 megabit per second AT&T Gigaman circuit. District IT is currently installing a 45-megabit ATM circuit to CENIC for a redundant back-up Internet connection, which was completed during the fourth quarter of 2009. Capacity tracking and planning is done every year, and circuits are upgraded as the newer technology becomes available and cost competitive.

As of spring 2010, the College has 1,219 computer workstations, 367 administrative and staff computers, and 489 instructional computers. Administrative computers consist of faculty office computers and "front-counter" computers (e.g., library check out stations). Instructional computers include smart classroom computers, instructional labs, and mobile/check-out stations for use in the classroom. Students have access to 110 computers in the Independent Learning Center (ILC), an open lab, which has various instructional applications installed. Additionally, 5 computers are provided for casual student use in the iCafe.

All instructional and administrative computers are protected with antivirus, antispyware software. Computer labs maintain disk images for quickly installing new computers, and they are usually protected with third-party software to prevent students from installing software onto the computers.

All network servers and administrative system hosts are backed up on a nightly basis with back up tapes stored off-site at Iron Mountain, which is a secure, environmentally-controlled, disaster-proof facility.

Self Evaluation

The campus Three-Year Rolling Technology Plan identifies procedures for purchasing and replacing computers. The plan currently calls for the campus to provide students with "access to the most current technology." To accomplish this, efforts are made to purchase computers in a single "block" rather than piecemeal throughout the year, and these computers are placed in the ILC. In accordance with the technology plan, computers are replaced in labs first, and the older computers are then "rolled down" to either faculty, staff, or other labs/classrooms based on needs identified in a department's program review. Requests for exceptions to the "roll down" procedure are reviewed by ICS. For example, a faculty/staff member needing a higher-performance computer may receive a new computer rather than a roll down if the need is justified on review by ACS and ICS staff (e.g., video editing requires more computing power). This was recently the case when the Campus Based Researcher was provided with a new computer rather than campus owned equipment, based on the specific needs of the software he would be running.

Courses offered online are approved by the campus Curriculum Committee. According to information provided by Dr. Andrea Henne, Dean of SDCCD Online Pathways, the College has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards of those offered in the traditional on-campus mode. Each course proposed for delivery via the distance education mode meets the following criteria:

- Regular effective contact is maintained between instructor and students through threaded discussions, chat rooms, Wimba Live Classroom, group activities, telephone contact, e-mail, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.

- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law (San Diego Miramar College Substantive Change Proposal, page 8, Doc. III.C.17).

All students who are enrolled in distance education courses at the SDCCD are issued a secure username and password for access to the Blackboard Vista course management system. The username and password are generated from the student information system registration rosters and are unique to each student. Access to the user database for assisting students with login issues is restricted to several key staff members of SDCCD Online Learning Pathways and to the Presidium Helpdesk.

Blackboard/WebCT Vista 4 is the course management system used by the SDCCD to deliver online instruction. The software is licensed by the District on a two-year basis. The SDCCD Office of IT and district SunGard IT staff monitor the performance of the course management system and maintain the technical infrastructure in a secure data center in the W Building on the San Diego Miramar College Campus (Online Information Update Needed for Self Study, Doc. III.C.18).

Planning Agenda

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Technology training occurs at numerous levels, both formal and informal. For students, courses in technology are available on campus and online, such as Computer Business Technology (CBTE) and Computer Information Systems (CISC). Students also have access to online courses in a multitude of other disciplines such as math, chemistry, English, and speech.

On a more informal basis, students receive assistance from staff in the Independent Learning Center (ILC), the open student lab on campus. The instructional assistants in this lab are available to assist students with their use of computer equipment, software, and print system. Students in the vocational programs use the computer lab areas in their departments.

The librarians teach a one-period (60 minute) bibliographic instruction course on how to access the library databases; this course is tailored to a specific class assignment at the instructor's request (Library Statistics, Doc. III.C.19). The public services librarian teaches an 8-week online information literacy course, Library Science 101.

The DSPS Department provides several technology training sessions each semester for faculty, staff, and administrators. Training sessions include the use of Camtasia, captioning for the web, Section 508 regulations, accessibility and usability for online courses, designing accessible web sites, accessibility features in Office 2003 and 2007, and universal design for curriculum and for online courses (High Tech Center workshop flyers, Doc. III.C.20).

College faculty and staff have access to the Professional Development Center (PDC), which is an open lab where dedicated computer technology such as scanners and software that may not be available to individual workstations can be used. Training can be scheduled on a variety of topics such as creation of web pages with Dreamweaver, creation of presentations with PowerPoint, and how to use Access. This facility is also made available to adjunct faculty. Additionally, the ACS and ICS departments provide one-on-one assistance to faculty for more technical issues, and the AV Department provides one-on-one training on the use of smart-classroom equipment.

The District provides training as needed for internal software systems such as Webadvisor, online form submissions, work orders, etc. (Business Office Training Schedule, Doc. III.C.21). Additional training needs are identified through staff development requests, staff evaluations, and personal requests.

Self Evaluation

Regularly-scheduled training in the PDC was available from 2006 - 2008. During this period, interns were hired from the Education Technology Department at San Diego State University to conduct training sessions. The funding for this project was provided by a Title III grant, which has since expired. Training needs were determined through online surveys (Survey Monkey Results, Doc. III.C.22), and training effectiveness was evaluated at the conclusion of the training (2007 Spring Workshop Evaluation Forms, Doc. III.C.23).

The College provides software training to faculty, staff, and students as needed. For example, the ACS and ICS departments provide one-on-one assistance as well as occasional formal training (for example, SLO web site tracker training, WebAdvisor training, and ISIS training for faculty chairs) upon request. Additionally, a number of workshops are available each semester on a variety of subjects on an ad hoc basis. Training effectiveness is assessed by the trainer. The lack of formal technology training was apparent in the Spring 2009 Employee Perception Survey. When asked whether the College provides adequate training to faculty and staff in the application of information technology, 55% agreed or strongly agreed, 21% were neutral, and nearly one quarter (24%) disagreed or strongly disagreed (Doc. III.C.12).

Students who plan to take an online course are encouraged to first complete the Online Learning Readiness Assessment, which is an interactive set of 20 questions that yields a score indicating the level of online learning readiness and the steps necessary to increase readiness, if applicable. http://www.sdccdonline.net/assess.htm. Online students are neither required to demonstrate their readiness to learn online nor mastery of the technical skills required. Students are directed to the web pages for Online Learning Success at http://www.sdccdonline.net/students/training in the class schedule, at the SDCCD Online Learning Pathways web site, and in an e-mail sent to registered students the week before the course starts. Tutorials about using the Blackboard Vista system and tutorials for tasks such as printing the syllabus, locating test results and assignment grades, sending an e-mail within the course, and submitting an assignment are also provided. The ILC staff can also assist students with login procedures for Blackboard Vista, navigation of an online course, technology requirements and troubleshooting, examination of sample online courses, and strategies for success in an online course if they are physically able to come on campus.

In addition to one-on-one faculty appointments with the team of instructional design coordinators, SDCCD Online Learning Pathways also sponsors an online faculty mentor with 0.20 release time at the College to be the peer expert on distance-education instruction. Regularly-scheduled events such as the Online Teaching Excellence Symposium, Faculty Showcase and Expo, and Breakfast of Champions are forums for new and experienced faculty to collaborate and learn about the components of distance-education quality.

To assess a faculty member's readiness to teach a distance education course, several instruments, modeled after the Quality Matters® program, are provided: Blackboard Vista Proficiency Checklist, Online Teaching Proficiency Checklist, Checklist of Course Readiness, and Online Syllabus Checklist. In addition to these checklists, Accessibility Guidelines for Distance Education Courses, Guide to Using Copyrighted Materials, and the Intellectual Property Agreement are additional resources reviewed during faculty training and posted to the Faculty Resources Site at http://www.sdccdonline.net/faculty/resources.

Planning Agenda

None.

III.C.1.c The Institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Until June 2010, SDCCD maintained a contract with SunGard Corporation to maintain the district technology infrastructure and administrative computing resources (such as ISIS, Colleague, e-mail services, campus, and administrative computers). Beginning July 2010, these services were absorbed by the district Office of IT.

The College's IT organization and technology planning is described in the previous sections of this standard. In addition to the two computer support departments, the Technology Committee, a campus participatory-governance committee, serves as a central body through which technology-related information is shared. Committee membership and goals are outlined in the San Diego Miramar College Governance Handbook (Doc. III.C.5).

An effort is made through participatory-governance committees (Technology Committee and BRDS) to purchase and allocate resources in a sensible manner. The stated goal of the Three-Year Rolling Technology Plan is to provide the best technology for student use. Normally, computers are replaced first in the student computer lab areas (typically the ILC), and the replaced computers are "rolled down" to other areas. However, on occasion when staff/faculty need a higher powered computer than is available through roll down, they may request an exception to be reviewed by ICS staff or purchase a computer using department funds.

Most technology purchases are made through a RFF. These requests are submitted to the BRDS for review. The BRDS forwards all technology-related requests to the Technology Committee for input. In addition to making a preliminary ranking on technology purchases, the Technology Committee makes recommendations on utilizing existing technology to satisfy as many requests for funding as possible. Individual requests for new computers are addressed through the roll-down process. Specialized requests are assessed on a case-by-case basis by ICS staff. All computers are purchased with four-year on-site warranties.

In addition, the district IT and Purchasing Departments work together to provide oversight and direction to the MAG and the Audio Visual Advisory Group for the development of district-wide technology standards and specifications for the procurement of microcomputers, printers, and audio-visual equipment.

Each year, the district IT management team works with the end user computing support departments to identify projects and major tasks to be completed during the next fiscal year. This document becomes the Annual IT Work Plan. At the end of the fiscal year, another document is developed to report the status of each project identified in the work plan to the end user computing support departments and the district executive team. During the year, new projects are added to the work plan, some are deleted, some change in scope, and some remain in progress, carrying over into the following year's work plan. Soon, district IT will develop rolling three-year short-term work plans that will be revised and documented each year.

Campus ACS and ICS departments utilize several software tools to facilitate the management of over 1,200 computers. ICS maintains subscriptions for Deepfreeze, Symantec Solution Suite, and MSDNAA and utilizes free/open source software where possible. To provide greater hardware utilization, ICS virtualizes many of its servers. This practice allows for greater separation of services (one service per server) at a lower cost, eases backups, and allows for quicker recovery from hardware failures. Backups/security for administrative computing systems are handled by district IT as described in the previous section of this standard.

Smart classroom technology is regularly maintained by the AV staff to prolong service of equipment and supplies. Through scheduled maintenance, the College is able to achieve near maximum life of expensive projector bulbs. Effort is made to research technology needs prior to purchase to ensure that equipment will be easy to maintain and operate and provide the best possible service for teaching and learning.

Self Evaluation

District IT has worked with the campus to address the wireless access that has been requested by both faculty and students. In summer of 2008, wireless was installed in the Library and The PLACe. Students use a generic log in for access. Students use district laptops in the science labs in order to access the wireless network. In fall 2009, wireless access was installed in the classrooms in the S-500 building and students use a generic log in for access as well. In 2010, wireless was installed in the Field House and will be installed in A200, Child Development Center, and the outdoor patio areas at the I-Building and outside of S-100.

Data security is ensured by regular backup of shared drives and servers on campus, using equipment located at the district Data Center. Security is enhanced by a firewall and the district-wide use of anti-virus, anti-SPAM, and anti-spyware applications. ProofPoint SPAMware has proven to be effective in eliminating 95% of the e-mail SPAM, which had been a source of problems in the past.

The campus Three-year Rolling Technology Plan addresses the process for replacement of computers. The BRDS has allocated IELM funds for the prioritized campus technology needs. However, due to inconsistent funding levels from the state year after year, the regular purchase of new computers, a key component of the plan, has not occurred. Funding has not been sufficient to regularly replace all or even a significant portion of campus computers on a regular cycle. As a result, many computers are unable to run current operating systems/software. Without sufficient funding, problems may arise in specialized labs that may benefit significantly from new technology on a regular basis. The College desires a line item in its district allocation for technology-related equipment and software, but the state budget crisis prevents the College from pursuing this issue for next year's budget. Furniture, fixture, and equipment (FF&E) funds will be used to equip new buildings, and computers that will be replaced in instructional areas will be used to upgrade systems that are older and slower throughout campus.

Planning Agenda

Add a line item to campus budget for technology support.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The Technology Committee is the main body that makes recommendations regarding technology-related RFF's submitted by individual programs to the BRDS. The Technology Committee uses the Three-Year Rolling Technology Plan as a guideline for distributing hardware. Software purchases are recommended based on program review needs. Once purchased, software resources are catalogued by the appropriate administrative or instructional support department. Software metering is used to provide optimum use of resources.

District IT provides anti-virus, anti-spyware, and anti-SPAM software to protect its users and is protective of its firewall to prevent infractions. When wireless was installed on campus, the District was very cautious in its implementation in order to safeguard the firewall. To this end, wireless access users are never behind the firewall, but connect as if they are remote users.

The campus ICS Department makes appropriate, routine backups to tape of critical servers. Most critical servers are also virtualized, allowing for hardware-independent servers. Additionally, as a district standard, most computer equipment is purchased with a four-year on-site warranty. The College takes measures to ensure that each piece of instructional technology placed in a classroom is physically secured to reduce likelihood of theft, and all classrooms, including "smart classrooms," have a security alarm system that requires faculty to use a code as well as a key for access.

Equipment for distance education programs is provided by SDCCD Online. SDCCD Online receives input from all colleges via the district Distance Education Steering Committee. From fall 2005 to fall 2009, online courses grew from 72 sections to 133 sections (Online Learning Pathways Semester Comparison Feb. 2, 2010, Doc. III.C.24). In addition to password security for student authentication, technical strategies for authentication is another area that the district-wide Distance Education Steering Committee has been reviewing by examining tools offered by vendors such as Acxiom, Bio-Pen, Securexam Remote Proctor, ProctorU, and Kryterion WebAssessor. The District supports the Blackboard/Vista Course Management System, and a digital video server supports media for online instructional use.

SELF EVALUTION

SDCCD Online Learning Pathways and other district faculty cooperate to improve delivery of online instruction.

Technology-related purchase requisitions are reviewed by ICS or ACS and approved by the Dean of Library and Technology. The campus Technology Committee reviews requests that require funding, and this committee forwards its prioritized recommendations to the BRDS. Before being purchased, these items must be documented in each department's program review in the technology needs section. Purchase requests that differ from the district standards require approval by the district IT Director.

Planning Agenda

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Since the last accreditation self-study cycle, the College has integrated program review into its annual college-wide planning cycle. Program review is conducted within the Instructional, Student Services, and Administrative Services divisions. Technology needs are identified through the program review process, and an individual program or department fills these needs through RFF submissions to BRDS. When allocating funds, BRDS consults the college-wide priorities as prepared by the IE Committee each year. These college-wide priorities are used by all participatory-governance committees that make recommendations on the allocation of resources, such as technology.

The Technology Committee, as currently defined in the College Governance Handbook, has seven members from administration, three classified, seven certificated, and one student member. The committee is co-chaired by an elected faculty member and the dean of Library and Technology. The committee has a clear charge, goals, procedures, and a calendar of activities.

The Technology Committee's Three-year Rolling Technology Plan, updated annually, becomes part of the College-wide Master Plan. The College prioritizes needs when making decisions about technology purchases (through BRDS) and the Technology Plan provides the guidance for the distribution of technology-related hardware.

Self Evaluation

As stated earlier, the College has undergone a transformation since the last accreditation self-study in the area of program review and planning. Processes are now in place for identifying needs, including technology needs. However, the integration of program review with campus-wide planning was only recently adopted in 2008. As such, employee views of how effectively technology planning is tied to institution planning were lukewarm as shown in the results of the Spring 2009 Employee Perception Survey. Results showed that approximately half of the employees (53%) agreed or strongly agreed that technology planning is effectively integrated with institutional planning, while one third (31%) were neutral (Doc. III.C.12).

The College's Three-Year Rolling Technology Plan has created a systematic process by which the campus addresses the technology needs of students, faculty, and staff. The planned "roll down," which reallocates older computers, has also served the campus well to extend equipment's useful life and ensure available technology is utilized in accordance with needs identified in program reviews.

Prioritization of needs has been very effective. For example the BRDS determined that since the College would not likely receive instructional equipment and library materials (IELM) funding for the next few years, approximately $100,000 of carry-over funding would not be allocated, but held in reserve for emergency cases. An emergency was defined as a situation that violates safety codes or immediately impedes teaching and learning in the classroom (BRDS Minutes Sept. 18, 2009, Doc. III.C.25).

Planning Agenda

None.

SUPPORTING DOCUMENTATION FOR STANDARD III.C.

Doc. III.C.1 Program Review-Chemistry
Doc. III.C.2 IEC minutes/agenda 091212
Doc. III.C.3 BRDS Request for Funding Instructions
Doc. III.C.4 Miramar Shared Governance Handbook on BRDS
Doc. III.C.5 Miramar Shared Governance Handbook on Technology Committee
Doc. III.C.6 Miramar Document AV plans for LLRC
Doc. III.C.7 SDCCD District IT Governance Chart
Doc. III.C.8 SDCCD District IT Organization Chart
Doc. III.C.9 SDCCD Annual Work Plan, 2008-2009; Annual Report, 2008
Doc. III.C.10 Three-Year Rolling Technology Plan
Doc. III.C.11 Service Unit Outcomes for AV2009
Doc. III.C.12 College Employee Perception Survey, Spring 2009
Doc. III.C.13 Miramar College Student Satisfaction Survey, Spring 2009
Doc. III.C.14 Miramar College ILC Survey Summary Spring 2008
Doc. III.C.15 CEC 100420 minutes
Doc. III.C.16 District Information Technology Role and Governance Overview
Doc. III.C.17 San Diego Miramar College Substantive Change Proposal
Doc. III.C.18 Quality Assurance for Distance Education at the San Diego Community College District
Doc. III.C.19 Library statistics
Doc. III.C.20 High Tech Center workshop flyers
Doc. III.C.21 PeopleAdmin and WebAdvisor training
Doc. III.C.22 Survey Monkey Results (PDC training)
Doc. III.C.23 2007 Spring Workshop Evaluation Forms
Doc. III.C.24 Online Learning Pathways Semester Comparison Feb. 2, 2010
Doc. III.C.25 BRDS Minutes Sept. 18, 2009

STANDARD THREE

RESOURCES

Standard Coordinator: Brett Bell,
Vice President of Administrative Services

STANDARD IIID: FINANCIAL RESOURCES

Co-Chairs:
Brett Bell, Administrator
David Buser, Faculty
Denise Kapitzke, Classified

Members:
Rex Heftman, Faculty
Carol Smith, Classified

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.D. FINANCIAL RESOURCES

Financial resources effectively support institutional purposes and the achievement of educational goals. The distribution of resources supports the development, maintenance, and enhancement of its programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

San Diego Miramar College ensures its mission and goals are addressed in its financial programs and planning processes. In response to the 1992 Accreditation Report, the College developed a strategic planning structure. By 1994, the Strategic Planning Committee and the Financial Resources Committee were joined to form the Planning and Budget Committee to oversee the overall planning and budget process. In fall 2008, the Planning and Budget Committee was renamed as the Budget and Resource Development Subcommittee (BRDS). BRDS recommends allocation rankings for available funds, surplus general funds, and instructional equipment and library materials (IELM) funds through reviewing requests for funding submitted by various campus departments seeking funding for equipment and materials. Requests are linked to student learning outcomes data, which is part of the program review process, and ranked annual college-wide priorities and strategic goals. BRDS prioritizes requests in terms of what is necessary for programs to meet institutional goals, address issues raised in program review, and maintain program viability (BRDS Agenda and Minutes 090403 & 100319, Doc. III.D.1-4). BRDS also acts to compile information on financial resources available to the College and passes this information on to the Institutional Effectiveness (IE) Committee, which uses this along with program reviews and environmental scans to set goals and objectives for the coming year. BRDS can then use these goals and objectives to help prioritize the funding requests that are submitted.

The general fund unrestricted budget is determined using an allocation model that is based on prior-year earned FTES for the College (2009-10 SDCCD General Fund Unrestricted Allocation Model, Doc. III.D.5). The San Diego Miramar College general fund unrestricted budget for 2009-10 was $25,037,876. This district allocation model funds all contract salaries first and then provides additional dollars for adjunct instructional costs to the level of FTES generated by the College in the prior year. In addition, some discretionary dollars are allocated per FTES to provide support

for supplies and other non-instructional expenses. While the district allocation model does not directly relate to the institution's mission and goals, decisions about how any funds are distributed within the College are based on its mission and goals. This budget distribution process involves decisions made by the college administration in collaboration with participatory governance entities including BRDS, Academic Affairs Committee, and the College Executive Committee (CEC). Groups that make budgetary recommendations review the College's Mission Statement and ranked college-wide goals and priorities to establish funding criteria. The data submitted as evidence of need to the recommending committee provides a rationale for the request.

Self Evaluation

While the College clearly allocates discretionary budget on the basis of its mission and goals, the current budget allocation model for the District and available funding from the state limits the ability to meet many needs. Because funding is based only on prior-year FTES production, and since the College has grown significantly while district funding from the state has been at cap and not growing at the same rate, the College has had limited resources available to apply towards meeting its mission and goal priorities. Nevertheless, efforts have been made to meet campus goals, including expanding course offerings to make the curriculum more comprehensive, initiating programs and services (particularly through on-line instruction), and improving the campus's physical, social, and cultural environment. These improvements have resulted from efficiently using general fund dollars, pursuing grants and special funds from the District or other sources, and using money earned by the campus through various civic-center rental activities. Proceeds from civic-center rental fees have led to capital equipment purchases such as portable bleachers for the Field House.

The financial challenges presented by this allocation process are reflected in the fact that only 35% of employees agreed or strongly agreed with the statement, "The resource allocation model equitably supports college programs and services" while 36% disagreed or strongly disagreed. The general sentiment is that the College does its best to align budget with goals, but the district allocation model does not currently support this process (Miramar College Employee Perception Survey, Spring 2009, Doc. III.D.6). The district allocation process is not well understood, particularly among faculty and classified staff. Because it appears that the College is competing for funds with other components of the District, the model is believed to be inequitable, although little evidence exists to support this belief. The College does not receive the level of funding it desires and cannot fund all of the activities it would like to effect institutional improvements. Within this reality, college planning and prioritization has the greatest impact, helping the College to fund those institutional priorities that will have the greatest effect on the College's goals and priorities.

The college budgeting model has been easier to explain than the district allocation model, but is best understood by the faculty and staff who participate on the committees directly making fiscal recommendations and the administrative staff and department chairs. The College will continue to encourage campus constituents to participate and attend BRDS meetings to further understand how the College's mission and goals are incorporated into funding decisions.

Planning Agenda

None.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

In spring 2008, San Diego Miramar College's governance committee structure was reorganized to incorporate the Institutional Effectiveness Task Force as a new participatory-governance committee, named the Institutional Effectiveness (IE) Committee. The purpose of the IE Committee is to "develop, coordinate, direct, and evaluate the college-wide planning process and ensure alignment with ACCJC accreditation standards and compliance with Title 5 regulations and Education codes" (College Governance Handbook, May 2008, Doc.III.D.7). This reorganization included renaming the Planning and Budget Committee to the Budget and Resource Development Subcommittee (BRDS) and placing it under the IE Committee to reflect the integral role of fiscal planning in the campus-wide planning process.

Self Evaluation

As a result of this reorganization, San Diego Miramar College adopted a timeline for college-wide master planning (Timeline for Updating 2010-2011 College-wide Master Plan, Doc. III.D.8) and a graphic representation of the planning cycle (San Diego Miramar College Planning Cycle, Doc. III.D.9). This timeline and planning cycle explicitly integrates college planning and the budget development process and identifies the timing of activities required. This integration includes district-wide budget development processes and campus specific timelines. Within this timeline and planning cycle, San Diego Miramar College completes an environmental scan, program reviews, and student learning outcomes, identifies division and college goals and objectives, and develops college-wide priorities prior to beginning the college budget development process. These goals and objectives and college-wide priorities are considered when allocating the tentative and adopted budgets.

Planning Agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The district-wide Budget Development and Institutional Planning Advisory (BDIPA) Committee, organized in 1992, is made up of the executive vice chancellor of Business Services, four Academic Senate presidents or their appointees, one classified representative, one student representative, vice presidents of Administrative Services from each college and Continuing Education, and two San Diego Community College District (SDCCD) Business Office staff members. The president of the AFT attends each meeting. BDIPA, in collaboration with the College's BRDS, integrate financial planning for the District. The work of the BDIPA Committee, which has college administration and

Academic Senate representation, continues throughout the year; the tentative budget is adopted in June, and the final budget is adopted in August or early September.

The BRDS was established as a participatory-governance committee, chaired by a faculty member, with additional faculty members, administrators, staff, and a student representative (Doc. III.D.7). The committee is charged with the following:

- analyze budget trends to assist in the budget development process
- identify program/service area needs and potential funding sources, and
- review and prioritize campus requests for funding based on college-wide priorities.

Financial resources are provided to the District from state, federal, and local funding sources, which are allocated using a model that has evolved over many years (SDCCD Unrestricted General Fund Campus Base Allocation Model 8/31/08, Doc. III.D.10). Inputs to this model are made at the Chancellor's Cabinet; the president represents the needs of San Diego Miramar College and is part of the deliberation process. Additional input is provided by the BDIPA.

Because funds are limited through the district allocation model, the College has pursued partnerships with industry leaders (such as Toyota, Caterpillar, and Hawthorne Machinery) to support career and technical education. The campus also maintains a joint venture partnership with the City of San Diego to support the instructional and community needs of the Hourglass Park & Aquatics Center. San Diego Miramar College has also pursued and been awarded grants such as Title III programs for developing institutions, federal TRIO/Student Support Services, state Biotech Center, and state Advanced Transportation Technology (BRDS Report to Institutional Effectiveness on Budget 12/07/09, Doc. III.D.11). In addition, revenue generated from civic-center rental of campus facilities has helped fund equipment, landscaping projects, and a limited amount of hourly support for the custodial and Audiovisual (AV) departments.

The College initiates budget planning using assumptions based on information from the Chancellor's Cabinet, derived from State Chancellor's Office reports. The process is flexible and planning is ongoing, as resource allocation information from the state is subject to change before and after budget adoption.

Because the college planning process clearly identifies unmet needs and has worked to develop partnerships with agencies that can help secure additional funding, San Diego Miramar College can quickly respond to proposals for funding. Grants and contracts awarded to the College and the District provide additional resources to conduct specific activities that support the mission and priorities of the College.

During the 2009-10 fiscal year, San Diego Miramar College did not receive an IELM allocation from the state. BRDS made the decision to modify the allocation of IELM fund balances and adopted a strategy of only funding Emergency Requests for Funding (BRDS Emergency Request for Funding Instructions and Form, Doc. III.D.12). This action was in direct response to how San Diego Miramar College planning reflects a realistic assessment of financial resource availability.

Self Evaluation

Financial planning is a complex integration of district and college processes. SDCCD and the Board of Trustees are obligated to present an annual budget and allocation model that is balanced

and reflective of all available funds. The College plans the use of these allocated funds to sustain programs and services while it simultaneously tries to support the institution's mission and goals. The college budget has grown significantly in recent years, from $17.3 million in 2003-04 to $26.3 million in 2008-09 (Doc. III.D.10). The College continues to pursue additional resources through industry partnerships, grants and outside funding for new programs, and entrepreneurial opportunities. These efforts have generated in excess of $7 million in 2003-04 to $11 million in 2008-09, which have been used to strengthen existing programs and to offer new programs and services that meet the needs of the communities served by the College (Colleague XMGT Report 08-09, Doc. III.D.13).

Planning Agenda

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The Office of the Executive Vice Chancellor of Business Services is responsible for protecting the financial integrity of the District. Information regarding short- and long-term financial obligations is discussed at the Chancellor's Cabinet and with the BDIPA Committee. Long-range financial stability is central to district planning and budget allocation; SDCCD and the Board of Trustees take all necessary steps to maintain a balanced budget. The District contracted with Demsey, Filliger & Associates, LLC to conduct its GASB 45 Actuarial Valuation (SDCCD GASB 45 Actuarial Valuation, Doc. III.D.14). The District's accrued actuarial liability under GASB 45 for Other Postemployment Benefits (OPEB) is $19.6 million as of July 1, 2009. This liability has remained virtually unchanged since the July 1, 2007 valuation date. The District's annual OPEB expense for each of the fiscal years 2009-10 and 2010-11 will be $1.4 million. The next actuarial valuation will be required as of July 1, 2011.

Self Evaluation

Due to the complexities of long-term liabilities, the current method of centralizing this responsibility under the executive vice chancellor of Business Services is the best option.

Planning Agenda

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The campus vice president of Administrative Services and the president of the Academic Senate sit on the BDIPA Committee. This district committee defines the campus' allocation funding model and proposes budgets to the Board of Trustees for approval. The district Accreditation Committee has worked hard to develop a diagram to explain the allocation model for the District, to be used in simplifying a complex process.

San Diego Miramar College's Business Office verifies the funding on the allocation model, including salary and benefits costs for contract employees, adjunct faculty funding, and departmental and other operating costs. The college planning process provides for the development of prioritized needs for budget and other resources. Prior to tentative and final budget adoption, open Board of Trustees meetings occur allowing input from faculty, staff, and the general public. Board meetings are currently scheduled at various campuses throughout the year to encourage participation. Copies of the tentative budget, and later the approved budget, are disseminated to the president and vice presidents with the expectation that the VPs provide budget information to schools and departments. To supplement budget information, the Business Office provides monthly Budget and Activity reports to VPs, managers, and deans. These reports provide current budget, expenditures to date, encumbrances, and available balances.

Remaining balances along with any IELM funds are forwarded to BRDS for allocation. Each year BRDS establishes a strictly adhered-to calendar that solicits Requests for Funding from all faculty, administrators, and staff. This calendar is available on the campus intranet. The requests (Request for Funding form and instructions, Doc. III.D.15) are first processed through the appropriate department chair and/or manager; the process then continues as the approved requests are routed to the school deans and campus administrators. All departments are strongly encouraged to work together to prioritize their requests according to their department's goals prior to submission to BRDS. To increase transparency in the allocation process and encourage participation by the college community, the Budget and Resource Development Subcommittee developed, in fall 2008, a paperless process in which all requests are deposited electronically from each of the schools and service areas into a central drop box located on the campus intranet. These requests are available for viewing by every member of the campus community at any time. During the annual recommendation process, BRDS meets twice monthly. All meetings are open to campus personnel, with meeting agendas posted campus-wide at least 72 hours prior to the meeting. Everyone on campus is encouraged to attend and take part in the prioritization process. Results of the prioritization process, both interim and final, are posted in the drop box folder with the submitted requests, allowing anyone on campus to follow the progress of the subcommittee's work. Once funding recommendations are approved by BRDS, they are forwarded to the Academic Senate and CEC for approval. Information regarding this procedure is electronically communicated to all campus employees and is, again, available on the campus intranet.

Self Evaluation

The College's planning and budgeting processes are open to participation by members of the college community. Request for Funding applications are available to all departments, and BRDS meetings give faculty and staff the opportunity to address requests (BRDS Minutes 090417 & 100319, Doc. III.D.16-17). The allocation process is being integrated into the overall recommendation plan set up through the IE Committee, in which recommendations and ranking

of requests come from priorities set at department and program levels, school levels, and college-wide levels. The BRDS supplies information concerning available financial resources to the IE Committee; the committee processes this information, along with inputs from program review updates and external environmental scans, to produce college-wide goals and objectives for the coming year. These goals and objectives, in turn, are passed down to the BRDS to assist in the prioritization process for the following year's funding.

These changes in process have resulted in 56% of employees agreeing or strongly agreeing with the statement, "I have appropriate opportunities to participate in budget development for the college through its shared governance processes" (Doc. III.D.6).

Planning Agenda

The governance bodies of San Diego Miramar College will continue to improve upon the College-Wide Master Plan system developed through the IE Committee, utilizing the feedback mechanisms incorporated into the plan's cycle.

III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The management of financial resources is maintained through an interactive on-line system shared between individual campus business offices and the SDCCD vice chancellor of Business Services. The Datatel Enterprise Resource Management system allows on-line access and input from campuses as well as district-level monitoring. The campus business office monitors budget activity and prepares reports that are distributed to campus leaders for planning and making decisions. The District maintains all official financial records, and a comprehensive audit is conducted by an independent contract CPA firm annually (SDCCD Audit Report year ended June 30, 2007, SDCCD Audit Report year ended June 30, 2008, SDCCD Audit Report year ended June 30, 2009, Doc. III.D.18-20). In addition to financial audits, SDCCD contracts performance audits for its general obligation bonds; an independent CPA conducts these audits.

Self Evaluation

The current financial management system provides the campus with accurate and timely financial information on expenditures, purchases, and budget changes. While the current system is workable, many of the campus's information needs require manually-generated reports that combine aspects of the financial and personnel systems that are not currently integrated into a common system. This problem was addressed through the planned implementation of a new administrative software

system that sought to fully integrate financial and personnel systems. The installation of the new system was completed in 2006. In the year ended June 30, 2007, SDCCD received a Report to the Board of Trustees and District Management that outlined one significant deficiency and two control deficiencies (SDCCD Report to the Board of Trustees and District Management 2007, Doc. III.D.21). These items were addressed and mitigated at the district level. These items did not re-occur in the 2008 audit year (Communication with Those Charged with Governance 2008, Doc. III.D.22). In the year ended June 30, 2009, SDCCD received a Report to the Board of Trustees and District Management that outlined one significant deficiency (SDCCD Report to the Board of Trustees and District Management 2009, Doc. III.D.23). District's management concurs with the auditor's recommendation on this issue, and the District will review existing operating procedures to insure all year-end liabilities are recorded timely and in the correct accounting period. AP accruals are conducted at the district level and not at the campus level. Based upon the District's response, San Diego Miramar College does not anticipate ongoing financial reporting concerns. Performance and financial audits for the SDCCD Proposition "S" fund have received unqualified opinions for the years ending 2007, 2008, and 2009 (SDCCD Proposition "S" Bond Building Fund Audit 2007, SDCCD Proposition "S" Bond Building Fund Audit 2008, SDCCD Proposition "S" Bond Building Fund Audit 2009, Doc. III.D.24-26). Performance and financial audits for the SDCCD Proposition "N" fund have received unqualified opinions for the years ended 2008 (first audit year) and 2009 (SDCCD Proposition "N" Bond Building Fund Audit 2008, SDCCD Proposition "N" Bond Building Fund Audit 2009, Doc. III.D.27-28).

Planning Agenda

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial and budget information is readily available throughout San Diego Miramar College. Offices are provided access to the Datatel – WebAdvisor financial system, and staff personnel are trained on how to access and interpret financial reports from the system (Datatel My Budget Lookup User Guide, Doc. III.D.29). In addition, the Business Office prepares and distributes reports detailing budgets, expenditures, projected balances, and costs to vice presidents, deans, and program managers when this information is necessary to make financial decisions. With the campus president participating in Chancellor's Cabinet, and the vice president of Administrative Services and Academic Senate president serving on the district BDIPA, information from the state and district level is communicated appropriately to the campus. This information is also shared with the campus at the President's Cabinet as well as at CEC meetings. When appropriate, open forums and workshops are held to disseminate budget information to the campus community (Academic Senate Agenda, BRDS Agenda, Convocation PowerPoint SP09, Doc. III.D.30-32). The District also communicates directly with college employees regarding matters relating to budget. To keep all employees of the District informed about budget issues, the chancellor sends budget updates via e-mail; furthermore, to respond to specific questions that individual colleges may have, the chancellor and executive vice chancellor of Business Services hold budget forums at all district campuses.

Self Evaluation

Despite efforts to make financial and budget information accessible to the campus, only 56% of employees agreed or strongly agreed with the statement, "College guidelines and processes for budget development are clearly communicated" (Doc. III.D.6). Although this result is an average rating on guidelines and processes for budget development, it doesn't address employees' understanding of the financial information provided. Additional financial information is always provided when it is requested. The Business Office will continue to distribute financial information via President's Cabinet, CEC, and BRDS.

Planning Agenda

None.

III.D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District maintains a reserve fund of at least 5% to meet cash flow needs as mandated by the state (CCFS-311 year ended 2007, CCFS-311 year ended 2008, CCFS-311 year ended 2009, Doc. III.D.33-35). However, these funds are not allocated to SDCCD's individual campuses. In addition, San Diego Miramar College maintains a small contingency fund each year to address unexpected needs, new programs, and/or departmental overruns.

Self Evaluation

Given the budget uncertainties in recent years, SDCCD and San Diego Miramar College have taken a very conservative approach in order to maintain budget stability and cash reserves. As a result, vacant positions have not been filled, and available resources have been dedicated to funding FTES-generating instructional activities to maintain the highest levels of state funding. In addition, any ending balances at the campus have been returned to the District. These strategies, which have been developed and managed by the District's vice chancellor of Business Services and the Chancellor's Cabinet, have been effective in maintaining budget reserves and retaining all contract faculty and staff.

Planning Agenda

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College oversees a large number of funding sources from a variety of programs including: (1) state categorical funds for DSPS, EOPS, financial aid, Basic Skills, matriculation, and child development; (2) state grants for Biotech and Advanced Transportation Technology; (3) VTEA vocational funds; and (4) federal TRIO and Title III grants (expired August, 31, 2010 and Sept. 30, 2008, respectively). The College also maintains the funds for the Miramar College Foundation. These funds are used for scholarships to support San Diego Miramar College students as well as students enrolling in the College from feeder high schools.

District Business Services and the college Business Office maintain financial oversight for all categorical, contractual, and grant programs funded at the College. Financial reports are provided to program managers, and these programs are kept financially sound and within approved budgets. Financial records and oversight for the Miramar College Foundation are the responsibility of the college Business and Accounting Offices. All campus expenditures are monitored to ensure compliance with the State of California Community College Budget and Accounting Manual (Doc. III.D.36). In addition to monitoring the College, the Business Office provides monthly reports to vice presidents, deans, and program managers to ensure budget, revenue, and expenditure transparency (Monthly Budget Activity Report, Doc. III.D.37). In addition to these reports, key campus personnel are trained in the use of WebAdvisor. WebAdvisor provides user-friendly real-time data for revenue, expenses, and financial transactions.

Self Evaluation

The current oversight of all categorical, contractual, and grant programs by District Business Services and the college Business Office is adequate.

Planning Agenda

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

In addition to various grants the College has utilized to advance programs and services, San Diego Miramar College has used auxiliary-fund activities and fundraising efforts to support efforts to achieve its institutional mission and goals. Some auxiliary funds are derived from a district trust fund. Annually, a portion of the trust's revenue, approximately $40,000, is donated to the College (Fund 79 - Special Funds—Auxiliary, Doc. III.D.38). These funds provide extra support for college programs (such as guest speakers, staff development activities, conference attendance, instructional equipment purchases, and other one-time expenditures) when no other funding source is available.

The Associated Students (AS) and student-representation-fee accounts are also maintained in district accounts. These funds are budgeted annually by the AS and then allocated through

funding requests approved by the student government. The college Accounting Office maintains financial records and ensures that all expenditures have been appropriately budgeted and approved in documented ASC minutes (Associated Students Council Business Meeting Minutes, August 21, 2009, Doc. III.D.39).

The Miramar College Foundation's mission is to provide a channel for financial and other contributions to directly benefit the College's programs and students. The Foundation Board of Directors pursues industry, community, and individual support for foundation and college fundraising activities. The Foundation seeks to keep higher education accessible to San Diego Miramar College students by providing scholarships and grants for students with academic merit or financial need. They also seek money for innovative educational concepts to keep San Diego Miramar College among the leaders of San Diego County's community colleges. During the 2008-09 fiscal year, the Foundation Board awarded ten $500 Miramar College student scholarships and ten $300 high school Challenge/matching scholarships (Scholarships Recipients for Spring 2009, Doc. III.D.40). Scholarship recipients are recognized at the annual Scholar Fest Gala, which brings together scholarship winners, campus faculty and staff, industry partners, and community members who support student success.

Civic-center permits for the use and rental of San Diego Miramar College facilities resulted in approximately $164,000 earned in 2007-08 (Colleague 2007/08 Restricted Programs—Revenues Supported, Doc. III.D.41). These funds are primarily used for facilities and landscaping improvements recommended by the campus and approved by the Facilities Committee. Examples include funding various landscaping projects and items such as: picnic tables around campus, sun shades for athletics, safety bags and workshop materials for C-Cert training, and rental expenses for gym use until the Field House was completed in April 2009.

Most recently, funding from Proposition "S" and Proposition "N" bonds have been used to fund capital projects on campus (Miramar College Propositions S and N Project List, Doc. III.D.42). The oversights of the projects are the responsibility of the District and Citizens' Oversight Committee. Within the funding for each project is an allocation for the furniture, fixtures, and equipment (FF&E) needed to operate and develop the program(s).

Self Evaluation

Given the very difficult financial times facing California's community colleges, San Diego Miramar College has made significant use of funds from auxiliary activities and grants to enable the College to pursue its mission and goals. Expenditures from all of these funding sources have been consistent with the fund's purpose and monitored for sound financial management.

Planning Agenda

The College will continue to investigate new funding sources.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

San Diego Miramar College's contractual agreements with external entities are governed by policies adopted by the SDCCD Board of Trustees. The District Business Services Office implements these policies through procedures established by the chancellor. All policies and procedures are consistent with applicable laws and good business practices.

Because all contracts are established and maintained by the District, San Diego Miramar College benefits from the purchasing power of a much larger organization. For example, SDCCD has contracts for computer purchases, furniture, and office supplies. These contracts provide easy access to appropriate vendors, faster turnaround for purchases, compatible equipment, and significant discounts.

Self Evaluation

The current practice of coordinating all contracts through the District provides consistency and supports the College's efforts to efficiently obtain quality equipment and supplies at reasonable prices.

Planning Agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

SDCCD has interactive computer systems shared between the individual campus and the district offices. The new administrative computing system, which integrates Financial and Human Resources/Payroll management systems, was installed in 2006 and is now operational. In addition, the campus Business Office monitors activity and prepares monthly Budget and Activity reports that are distributed to the president, vice presidents, and appropriate deans/managers.

Self Evaluation

Campus personnel were actively involved in the evaluation and selection of the new system by participating in demonstrations conducted by a competing vendor. Currently the software is performing adequately.

Planning Agenda

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

During budget preparations for the coming year, the Business Office reviews expenditures and evaluates allocations made to specific programs. Based on this review, the vice president of Administrative Services recommends adjustments to the president, vice president of Instruction, and vice president of Student Services. In addition, at the end of each semester and each fiscal year, the vice president of Instruction and school deans review FTES goals by discipline and FTES productivity. Based on these reviews, course offerings are adjusted to better serve student needs as well as to increase overall productivity. The budget is then adjusted to reflect these instructional changes.

Self Evaluation

Although funding for the College has been extremely limited in recent years, the very close supervision of the budget has allowed the College to make efficient use of resources to meet student and college needs. Anticipating expenditures and realigning budgets has reduced ending balances and enabled the College to support programs and services more efficiently. This has been particularly true in funding the instructional program where, in spite of reduced funding for class sections, the College has continued to increase FTES productivity.

Planning Agenda

None.

SUPPORTING DOCUMENTATION FOR STANDARD III.D. RESOURCES

Doc. III.D.1 BRDS Agenda 090403
Doc. III.D.2 BRDS Minutes 090403
Doc. III.D.3 BRDS Agenda 100319
Doc. III.D.4 BRDS Minutes 100319
Doc. III.D.5 2009-10 SDCCD General Fund Unrestricted Allocation Model
Doc. III.D.6 Miramar College Employee Perception Survey, Spring 2009
Doc. III.D.7 College Governance Handbook, May 2008
Doc. III.D.8 Timeline for Updating 2010-11 College-wide Master Plan
Doc. III.D.9 San Diego Miramar College Planning Cycle
Doc. III.D.10 SDCCD Unrestricted General Fund Campus Base Allocation Model 8/31/08
Doc. III.D.11 BRDS Report to Institutional Effectiveness on Budget 12/07/09
Doc. III.D.12 BRDS Emergency Request for Funding Instructions and Form
Doc. III.D.13 Colleague XMGT Report 08-09
Doc. III.D.14 SDCCD GASB 45 Actuarial Valuation
Doc. III.D.15 Request for Funding form and instructions
Doc. III.D.16 BRDS Minutes, 090417
Doc. III.D.17 BRDS Minutes, 100319
Doc. III.D.18 SDCCD Audit Report year ended June 30, 2007
Doc. III.D.19 SDCCD Audit Report year ended June 30, 2008
Doc. III.D.20 SDCCD Audit Report year ended June 30, 2009
Doc. III.D.21 SDCCD Report to the Board of Trustees and District Management 2007
Doc. III.D.22 Communication with Those Charged With Governance 2008
Doc. III.D.23 Report to the Board of Trustees and District Management 2009
Doc. III.D.24 SDCCD Proposition S Bond Building Fund Audit 2007
Doc. III.D.25 SDCCD Proposition S Bond Building Fund Audit 2008
Doc. III.D.26 SDCCD Proposition S Bond Building Fund Audit 2009
Doc. III.D.27 SDCCD Proposition N Bond Building Fund Audit 2008
Doc. III.D.28 SDCCD Proposition N Bond Building Fund Audit 2009
Doc. III.D.29 Datatel My Budget Lookup User Guide
Doc. III.D.30 Academic Senate Agenda
Doc. III.D.31 BRDS Agenda
Doc. III.D.32 Convocation PowerPoint SP09
Doc. III.D.33 CCFS-311 Year Ended 2007
Doc. III.D.34 CCFS-311 Year Ended 2008
Doc. III.D.35 CCFS-311 Year Ended 2009
Doc. III.D.36 State of California Community College Budget and Accounting Manual
Doc. III.D.37 Monthly Budget and Activity Report
Doc. III.D.38 Fund 79 - Special Funds—Auxiliary
Doc. III.D.39 Associated Students Council Business Meeting Minutes, August 21, 2009
Doc. III.D.40 Scholarships Recipients for Spring 2009
Doc. III.D.41 Colleague 2007/08 Restricted Programs – Revenue Supported
Doc. III.D.42 Miramar College Propositions S and N Project List

STANDARD FOUR

LEADERSHIP AND GOVERNANCE

Standard Coordinator: Kathy Werle,
Vice President of Instruction

STANDARD IV A: DECISION-MAKING ROLES AND PROCESS

Co-Chairs:
Greg Newhouse, Administrator
Bob Fritsch, Faculty
Sam Shooshtary, Classified

Members:
Patricia Hsieh, Administrator
Daphne Figueroa, Faculty
Darrel Harrison, Faculty

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

San Diego Miramar College's Mission Statement, along with its more detailed description of Values and Vision (San Diego Miramar College Catalog, 2009-2010, Doc. IV.A.1) set the stage for the institution's commitment to excellence and its focus on student learning and success.

The College mission, values, and vision are used as the overarching mechanism to drive the development of the College's strategic plan, in which the 6-year strategic goals are outlined (Six-Year Strategic Plan, FY 2007-2013, Doc. IV.A.2.) The strategic plan is a document that is widely disseminated and posted on the College's web site; additionally, the 6-year strategic goals are included along with the Mission, Values, and Vision statements in the college catalog and are printed in the program for the opening day convocations in the fall and spring semesters, which are widely attended by faculty, staff, administrators, and members of the Associated Student Council.

During the 2009-10 academic year, students participating in college governance and accreditation standard committees requested that the college Mission Statement be more visible to students. This request came forward through the college-governance process to the College Executive Committee (CEC) and was accepted. Subsequently, a college mission statement poster was created, and as of spring 2010 it has been posted in every classroom on the campus.

The example above serves to illustrate how college constituents (in this case students) can be involved in the process of institutional improvement via participatory governance. More broadly, all college constituents (faculty, staff, students, and administrators) are encouraged to bring forward ideas regarding improvements in college policies, processes, practices, programs, and services, through the appropriate college-governance committee(s) as outlined in the Miramar College Governance Handbook (Miramar College Governance Handbook 2009, Doc. IV.A.3).

Specifically, any campus constituent (individually or collectively) may initiate discussion on institutional improvement, changes to practices, programs and/or services, or policy review by contacting the appropriate college-governance committee chair and asking to add the item to the committee agenda. College-governance committees meet a minimum of once a month, and the CEC meets weekly. Standing college-governance committees (and their various subcommittees) all provide reports (either in writing or orally) to each of the four major constituency groups (Academic Senate, Classified Senate, Associated Student Council, and Miramar Managers) as appropriate. For example, when a committee has made a recommendation on an issue that has institution-wide implications, then that issue will be forwarded to all four constituent groups for discussion at their regular meetings. The item will then be brought to the CEC for review, discussion, and potential action.

When the CEC (consisting of the president and vice president(s) of each of the four constituent groups; see membership as outlined in the Miramar College Governance Handbook, Doc. IV.A.3) considers an issue that relates to one of the eleven academic and professional matters defined in Title 5 and BP 2510 (BP 2510 Participation in Local Decision-Making, Doc. IV.A.4), the final decision is made by the college president and the academic senate president, either through mutual agreement, or primary reliance, as outlined in BP 2510. Examples of such issues might be recommendations for changes to the program review process, institutional planning processes, or college-governance structures relating to faculty roles.

When an issue is not related to the eleven academic and professional matters, then the college president considers the input and advice of each of the constituency leaders and has authority to make the final decision. A recent example was an item that came forward from the Facilities Committee recommending designated parking spaces for administrators. The CEC reviewed the recommendation and took the recommendation back to each of their constituency groups for additional discussion. At a subsequent CEC meeting, the college president listened to the input from each constituency group and decided not to support the recommendation (CEC minutes 02/02/10, Doc. IV.A.5).

While the basic college-governance processes, roles, and structures (as outlined in the Miramar College Governance Handbook, Doc. IV.A.3 and BP 2510, Doc. IV.A.4) have been in place for nearly two decades, college governance has not been, and was never intended to be, static or stagnant. Built into the process is a mechanism for recommending changes to the process and structure itself. This process is used by all campus constituents on an ongoing basis to make sure that committee membership, committee goals, and committee processes and procedures continually reflect changes to district or college policies, Title 5 changes, and a commitment to student learning and success. The Miramar College Governance Handbook (Doc. IV.A.3) is reviewed and revised at a minimum of every two years, based on recommendations that come forward from constituents to the College Governance Committee (CGC) or recommendations from the CGC itself. These proposed changes are then widely disseminated, reviewed by the four campus constituencies, and finally reviewed and approved or rejected by the CEC.

An example of how this process has been used very effectively over the last several years is the defining of the structure, roles, and responsibilities of the Institutional Effectiveness (IE) Committee, the evolution of the institutional planning process and cycle, and the development of the college-wide master plan.

In fall 2007, recommendations were brought forward to the CGC by the IE Task Force, which had been functioning as a task force for several years, in order to address planning agenda items and recommendations from the 2004 Accreditation Self Study. The task force recommended the establishment of a standing college-governance committee, the IE Committee, with a broad constituent membership and established goals and procedures. After campus-wide discussion and review by the four constituent groups, the IE Committee was added as a standing college-governance committee in May 2008. After functioning for a year, and undergoing a thorough self-evaluation, the committee refined its membership, goals, and procedures, which are outlined in the Miramar College Governance Handbook (Doc. IV.A.3).

From fall 2008 to the present, the IE Committee (based on recommendations from the Program Review/SLOAC Committee and from the IE Committee's own Research Subcommittee and Budget and Resource Development Subcommittee) has been actively refining the institutional planning process and planning cycle and guiding institutional planning by overseeing the development of the college-wide master plan.

The College has gone through one full planning cycle and is nearing the end of the second planning cycle (at the end of spring 2010). During this time, the IE Committee has guided the College in effectively using the program review process and student learning outcomes (SLOs) to develop annual ranked college-wide priorities (2009-10 and 2010-11 Ranked College-Wide Priorities, Doc. IV.A.6. and Doc. IV.A.7). The development of these priorities begins with the program review process.

Annually, instructional programs, administrative services offices/departments, and student services programs/departments complete a program review via a process that has been approved by the CEC (Administrative Program Review Report Form, Doc. IV.A.8; Instructional Program Review Report Form, Doc. IV.A.9; Student Services Program Review Report Form, Doc. IV.A.10). Each program review process includes a section on goals and objectives for the upcoming year. The annual program reviews are written by the appropriate constituents and submitted to the appropriate college vice president by way of the department chairs, deans, and/or supervisors. Each vice president reviews the goals and objectives for their division and takes these forward for discussion and prioritization by the appropriate college-governance committee (i.e., vice president of Administrative Services/Administrative Services Committee; vice president of Instruction/Academic Affairs Committee; vice president of Student Services/Student Services Committee). After committee review and prioritization, the vice presidents collaborate to prepare a merged college-wide document that contains each division's prioritized goals and objectives (College-wide goals and objectives, 2008-09 & 2009-10, Doc. IV.A.11-12).

The vice presidents of each division use the program review information to identify divisional goals and objectives based on the College's mission and strategic plan. During the 2010-11 planning cycle the three vice presidents then meet to identify and rank college-wide goals and objectives.

These ranked college-wide goals and objectives are summarized into college-wide priorities which are then sent to the IE Steering Committee and the President's Cabinet. The steering committee presents the recommended list of college-wide priorities, resulting from the college-wide goals and objectives presented by the vice presidents, to the entire IE Committee. These unranked priorities are taken to the full IE Committee for review, discussion, revision, and ultimately, prioritization (ranking). The recommended ranked annual college-wide priorities are disseminated to each of the constituent groups for review. After all groups have agreed on the priorities and their rank order, the final draft of the ranked annual college-wide priorities is submitted to the CEC for final approval. Finally, the ranked annual college-wide priorities are disseminated to the campus community, with a reminder to all governance-committee members, chairs, and co-chairs, that these priorities are to be used as the basis for all committee recommendations and allocation of resources for the upcoming academic year.

From the examples given above, it is clear that multiple mechanisms are in place to ensure broad campus involvement in college governance and institutional planning. At the most fundamental level, every constituent participates in the appropriate program review and student learning outcomes or program outcomes assessment cycles and in the budget development process. Additionally, all full-time faculty members are contract-bound to serve on at least one campus/district committee. Beyond these requirements, participation in the planning process through regularly-scheduled meetings is optional, but strongly encouraged.

Both individually and as a team (primarily through weekly CEC meetings), institutional leaders from all four constituent groups consistently make an effort to foster an environment in which innovation is encouraged and excellence is pursued. Also, everyone shares the responsibility and commitment to support student learning and success. The administrative team, led by the college president, includes the three vice-presidents and the management team, which provides support to the college programs and service areas. Each of the other constituency groups has its own representative leadership as outlined in the organizational documents of the Academic Senate, Classified Senate, and Associated Student Council (Academic Senate Constitution & Bylaws, Doc. IV.A.13; Classified Senate Constitution & Bylaws, Doc. IV.A.14; ASC Constitution & Bylaws, Doc. IV.A.15).

In summary, the college and district governance structures (Doc. IV.A.3. and Doc. IV.A.4.) promote ethical and effective leadership throughout the organization and strive to create an environment for overall institutional excellence. The Miramar College Governance Handbook clearly sets forth that, "In compliance with AB-1725 and the California Administrative Code Title 5, Sections 51023 and 53200, it shall be the policy of the College to implement a process wherein faculty, students, classified staff, and administration participate in collegial decision making and policy recommending activities" (Miramar College Governance Handbook 2009, Doc. IV.A.3). Leaders from each of the constituencies respectfully and effectively work with each other to discuss, plan, and implement college priorities, plans, budgets, and programs. Finally, the College has an extensive committee structure that is at the heart of its participatory-governance process.

Self Evaluation

In concert with the functions and responsibilities of the Board of Trustees, the chancellor, and the college president, the college-governance structure and practices were designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Of the respondents to the 2009 Employee Perception Survey, 63% agreed or strongly agreed and nearly one quarter (22%) were neutral when asked whether college leaders encourage all members of the college community to take initiative in improving institutional effectiveness. In addition when asked if "the College's planning process offers opportunities for input by appropriate constituencies," 64% agreed or strongly agreed, and another 21% neither agreed nor disagreed. (Miramar College Employee Perception Survey, Spring 2009, Doc. IV.A.16)

Currently, a stable administrative team is in place. The President and her management team have been working diligently together to encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. The Academic Senate, Classified Senate, and Associated Student Council leaders are active and vocal and take pride in keeping their constituents informed on important college initiatives and issues and in representing their constituents' needs and concerns at the CEC. All constituency leaders engage in collegial dialogue weekly at CEC meetings and strive to keep student learning and success at the forefront of every discussion.

Furthermore, the College's mission, vision, values, 6-year strategic goals, and ranked annual college-wide priorities guide the institution in enhancing and improving its ability to serve students. Of the respondents to the Employee Perception Survey conducted in spring 2009 (Doc. IV.A.16), when asked if "student learning is considered in institutional planning, 68% agreed or strongly agreed, and another 20% neither agreed nor disagreed.

San Diego Miramar College is particularly proud to have a long history of working within a participatory-governance model that enables the institution to identify institutional values, set and achieve goals, create and implement effective student learning programs and services, and improve through innovation and excellence. The College not only continues to modify these processes and evaluate its effectiveness, but the College has also clearly made substantial progress since the College's last accreditation cycle and looks forward to accelerated improvement with its administrative team and leadership throughout the campus working together to achieve common goals.

Planning Agenda

Review the College Governance Handbook and structure to continue to make the governance process more effective and efficient. Priorities in this review should include streamlining the mechanism for moving recommendations through the committee structure to the constituent groups and the CEC.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

San Diego Miramar College has a process for participatory decision making as provided for in Title 5, Section 53200, which was implemented through AB1725. This process is clearly outlined in the Miramar College Governance Handbook (Doc. IV.A.3), which has been updated annually for the last three years.

Standing college-governance committees related to institutional policies, planning, and budget are chaired by faculty or co-chaired by a faculty member and an administrator. Most of these committees also include representatives from the classified staff and the associated students. Those serving on college- or district-governance committees (and on their respective subcommittees) are appointed to represent a particular constituent group by the leadership of that constituent group (e.g. faculty representatives are appointed by the academic senate president).

Each college-governance committee and subcommittee has a defined voting membership and established goals, procedures, and calendar. The CGC is charged with monitoring, facilitating, and evaluating the operation of the governance plan. The CGC receives recommendations for changes from the campus committees and constituencies and in turn makes formal recommendations for changes to the campus constituent groups, who then forward their recommendations to the CEC for final review and approval as outlined in Section IV.A.1, above.

The 2009 Miramar College Governance Handbook also provides written guidelines regarding the organizational structure of the decision-making process for academic and professional matters as outlined in Section IV.A.1, above. These guidelines comply with AB-1725 and Title 5, Section 53200 of the California Code of Regulations as well as with BP 2510 (Doc. IV.A.4). In addition, the handbook describes processes for wider decision making and building consensus at the College. These descriptions include delineating those committees or groups that are responsible for making decisions (e.g., the Curriculum Committee), those committees that make recommendations (e.g., the College Governance Committee), and the subcommittees (e.g., the Research Subcommittee of the IE Committee) that function as work groups and report to a committee that makes recommendations or decisions. The complete list of committees and their roles in the overall governance structure can be found in the Miramar College Governance Handbook 2009 (Doc. IV.A.3).

Self Evaluation

San Diego Miramar College involves all its constituent groups in college governance through a clearly-defined governance structure with standing committees and subcommittees that each has a defined voting membership, goals, procedures, and calendar. Therefore, any member of the college community can bring forward ideas for institutional improvement or recommendations regarding institutional policies, planning, and budget through the College's governance structure.

Of the respondents to the Spring 2009 Employee Perception Survey (Doc. IV.A.16), 65% agreed or strongly agreed, and 20% were neutral when asked whether the College establishes governance structures, processes, and practices to facilitate effective communication amongst the institution's constituencies.

Currently, the College has a large number of standing committees and subcommittees with broad representation from the college constituent groups. However, due to faculty and staff attrition from retirement and a hiring freeze in effect, it has become more difficult to fill committee vacancies and achieve quorums for committee meetings during the last two years. Therefore, the CGC has been reviewing potential changes to the overall governance structure that could provide for efficiency and streamlining by reorganizing the current structure to include fewer standing committees. Agendas and minutes of recent CGC meetings in which this restructuring has been discussed are posted on the college governance section of the College's web site so that all campus constituents can remain informed of, and contribute to, the ongoing dialogue on this topic (CGC sample agendas and minutes, Doc. IV.A.17). In the near future, probably during the Fall 2010 semester, the CGC will make formal recommendations to all four campus constituent groups regarding this potential reorganization.

Planning Agenda

CGC should continue to work on streamlining the participatory-governance model to reduce the number of standing committees and should present recommendations to the campus constituency groups during the upcoming academic year, 2010-11.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The roles, responsibilities, and authority of faculty and academic administrators within the participatory-governance process are clearly set forth in the Miramar College Governance Handbook 2009 (Doc. IV.A.3) in accordance with AB-1725 and Title 5, Section 53200 of the California Education Code.

The San Diego Miramar College Curriculum Committee is a standing committee of the Academic Senate. The committee chair is a faculty member who is elected for a six-year term. The committee meets regularly to review all proposed curriculum and to recommend programs, program revisions, new courses, and course revisions for consideration by the district Curriculum and Instructional Council (CIC). The vice president of Instruction, or designee, typically serves on this committee, and the Office of Instruction provides clerical support to the committee.

Additionally, the vice president of Instruction co-chairs the Academic Affairs Committee (AAC) with the faculty chair of chairs and meets weekly with the academic deans and the chair of chairs. The AAC meets monthly, focusing on instructional operational issues. In addition, the AAC is

responsible for making final recommendations on the instructional program review and SLOAC processes, prioritizing the annual goals and objectives for the Instructional division, and updating the Instructional Master Plan section of the CWMP. The Student Services and Administrative Services Committees focus on operational issues for their divisions and are responsible for making final recommendations on the program review and outcomes assessments processes for their respective divisions as well.

If a program or service area that supports student learning has a need to improve or expand, then that information would be included in the annual program review for that program or service area. This need would then be incorporated into the goals and objectives for the appropriate division and ultimately into the annual college goals and objectives, as described in Section IV.A.1, above. As previously stated, these annual college goals are used as the basis for establishing the ranked annual college-wide priorities.

Self Evaluation

In accordance with AB-1725 and Title 5, Section 53200 of the California Education Code, San Diego Miramar College, through its governance structure and Board Policy (Doc. IV.A.3 and Doc. IV.A.4), relies primarily on the faculty as the primary source of recommendations concerning student learning programs and services. In addition, faculty and academic administrators play a major role in the establishment of processes and procedures relating to programs that support student learning. This assertion is clearly supported by results from the Spring 2009 Employee Perception Survey, in which a majority of employees agreed or strongly agreed (82%) that faculty plays a central role in assuring the quality of instruction (Doc. IV.A.16).

In the spring of 2008, a recommendation was made by the CGC to combine the functions of the three divisional subcommittees that develop processes for program review and student learning or departmental or service outcomes. Campus forums were held to discuss this recommendation, and it was determined that the college planning process and planning cycle needed to be refined by the IE Committee before this step could be taken. After two years, it may be time for the CGC to reconsider this recommendation.

Planning Agenda

During the continued discussion on college-governance restructuring, the CGC should review the possibility of merging the functions of the three divisional subcommittees that develop processes for program review and student learning or departmental or service outcomes.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

As described above, the Miramar College Governance Handbook (Doc. IV.A.3) and BP 2510 (Doc. IV.A.4) specify appropriate roles for staff and students and the specific academic roles of faculty

in areas of student educational programs and services planning. Also, as previously mentioned, full-time faculty members are contract-bound to serve on at least one campus/district committee. Beyond these requirements, participation in the planning process through regularly-scheduled meetings is optional, but strongly encouraged.

The District Governance Handbook (Doc. IV.A.18) describes the participatory-governance structure and responsibilities for district-wide committees and details how the College's constituency representatives serve on these district-wide committees. In particular, the District Governance Council (DGC) is the participatory-governance committee where the campus and district constituency leaders review and dialogue about policies and procedures that have a substantial effect on educational programs and services.

Additionally, the college president, for the College, and the chancellor, for the District, make every effort to inform the college and district constituents about institutional and district efforts to achieve campus and district strategic goals (Six-Year Strategic Plan, FY 2007-2013, Doc. IV.A.2; District Strategic Plan, Doc. IV.A.19). These documents are posted on the respective web sites for the College and for the District and are available in print form for the general public and any employee upon request.

Self Evaluation

The College is proud of its heritage of supporting participatory governance. Through campus forums, the college web site, and the effective, clear, and widely-available e-mail communication system on campus (the distribution list, or campus DL), constituency leaders regularly and consistently communicate their efforts, successes, and challenges to the entire college community.

In addition, the college president, the academic senate president, the classified senate president, and the associated student council president all communicate with college constituents in person at fall and spring opening convocations and electronically via the DL. The college President (through the office of the public information officer) also provides print publications to the broader community. She frequently sends out announcements via the DL or posts information to her web page, including information obtained at the district level from Chancellor's Cabinet or DGC meetings.

The College also uses a variety of media to provide information about the institution to the staff, students, and community it serves. E-news is provided monthly on the successes achieved and challenges faced by the College. The College has a student newspaper, The Sage, and the College's public information officer creates press releases and media advisories for significant events that affect the College and its students. Recently, a college-wide master calendar of events was added to the college web site. This calendar is available to the public and to all campus constituents and is updated nearly every day.

Planning Agenda

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The College has always been committed to honesty and integrity in complying with commission standards, policies, guidelines, and self-study requirements. To this end, all four college constituency groups have worked together to address all aspects of the accreditation process. Faculty members were released from part of their teaching assignments to be the faculty co-chair and editor of the accreditation steering committee, indicating the College's support for the accreditation process. Also, since the accreditation team site visit in 2004, the College has complied with the commission's request for a progress report and a focused mid-term report and has posted its completed accreditation documents on the College's web site under the link to accreditation.

Not only does the College work to ensure its compliance with the accrediting commission standards, but the College also works with an array of external industry and organizational partnerships. Effective partnerships with external agencies encompass academic, student support, and industry and civic arenas. The College has sought external partnerships both to support instructional programs and to assist with facilities development and improvement. The College aggressively pursues educational partnerships with feeder schools and four-year transfer institutions for the benefit of San Diego Miramar College students. Formal industry partnerships and certifications ensure training meets industry standards and expectations. Periodic review by all parties concerned ensures continuous improvement and compliance. In addition, regularly-updated publications such as class schedules, catalogs, and promotional brochures communicate accurate information to students, faculty, staff, and the community.

Industry partnerships are strong in transportation instructional programs. Since 1994, the College has been home to the Toyota Technical Education Network (T-TEN) Training Program. Curriculum is designed by Toyota and the College and leads to an associate degree. In 2010, Honda entered into a formal agreement with the College to provide technician-level training to its industry specifications. Toyota and Honda help provide students with fine-tuned curricula, state-of-the-art equipment and facilities, and internship opportunities. In addition, the automotive program is and has maintained its certification with the National Automotive Technicians Education Foundation (NATEF).

San Diego Miramar College is one of only ten community colleges in the state to be funded and recognized as an Advanced Transportation Technology and Energy (ATTE) Training Center, part of an electronically-linked statewide educational network that develops and supports high quality, advanced transportation technology education and workforce training programs. The College's ATTE Training Center partners include the San Diego Unified School District; San Diego Clean Fuels Coalition; San Diego Gas and Electric Company and Sempra Energy; University of California at San Diego; Hawthorne Machinery (Caterpillar, Inc); Toyota Motor Sales; North American Honda Corporation; San Diego County Department of Fleet Maintenance; California Center for Sustainable Energy; San Diego EcoCenter; the Southern California Regional Transit Training Consortium; the Environmental Training Center at Cuyamaca Community College; the Small Business Development Center at Southwestern Community College; and the CACT Center at San Diego City College.

Career and technical education advisory boards for each of the College's occupational certificate/degree programs provide regular reviews of their respective program. Boards are comprised of industry leaders in each of the program areas. Advisory boards meet twice annually with campus faculty and administration to review curriculum, share industry trends, and provide suggestions for improvement to ensure the instructional programs remain current with industry demands. The following instructional programs have active vocational advisory boards: Biotechnology, Diesel Technology, Automotive Technology, Aviation Maintenance Technology, Child Development, Digital Media, and Legal Assistant.

Since 1969, when the College opened as a training facility for San Diego's law enforcement personnel and firefighters, San Diego Miramar College has retained, revised, and expanded formal training agreements with law enforcement departments countywide. The program delivers instruction in basic law enforcement skills, corrections training, and adult/juvenile probation. The California Commission on Peace Officers Standards and Training (POST) accredits all academy training programs in California. Curriculum is approved by the POST commission, which is appointed by the governor of California. This agency establishes the minimum curriculum standards, but relies on law enforcement experts for curriculum development to meet local area needs. The College's training program of public safety personnel is a POST-accredited program.

Training and continuing education curriculum are developed and reviewed regularly by the College's partners. The law enforcement program, which includes both the Police Academy and Administration of Justice programs, is a collaboration of the following public safety agencies in San Diego and Imperial Valley counties:

- Carlsbad Police Department
- Chula Vista Police Department
- Coronado Police Department
- El Cajon Police Department
- Escondido Police Department
- Grossmont/Cuyamaca College Police Department
- La Mesa Police Department
- Mira Costa College Police Department
- National City Police Department
- Oceanside Harbor Police Department
- Oceanside Police Department
- San Diego City Lifeguards
- San Diego City Parks and Rec. Department Rangers
- San Diego City Schools Police Department

- San Diego County Probation Department
- San Diego County Sheriff's Department
- San Diego Fire & Life Safety Services
- San Diego Harbor Police Department
- San Diego Police Department
- San Diego State University Police Department
- Sycuan Indian Nation Police Department
- University of California Police Department.

The college Aviation Program (ground school and maintenance technology) is Federal Aviation Administration (FAA) approved; this approval is required to meet the training guidelines of FAA certification.

The College's legal assistant/paralegal program received formal American Bar Association (ABA) approval in October 2002 following a two-year ABA evaluation, which included a self-study, formal application, and on-site review by a three-person ABA team charged with evaluating the curriculum, campus, instructors, library, advisory board, facilities, and student outcomes. The prestigious certification propelled the College into the unique position of being the only college in San Diego County to offer a fully-accredited, articulated, and transferable ABA-approved degree program in paralegal studies. In 2008, after its 6-year re-accreditation review, the program was placed on "warning" status citing problems with the program's affiliation with sister college San Diego City College and job placement deficiencies (Site Visit Report dated September 22-23, 2008, Doc. IV.A.20). San Diego Miramar College immediately addressed these concerns with a substantive change that severed all programmatic relationship with San Diego City College, satisfying the ABA re-accrediting board. The brief warning status was lifted and the College's Paralegal Program received ABA re-accreditation in Spring 2009 (Program Director's Factual Response to Site Visit Re-approval Report, Doc. IV.A.21; ABA re-accreditation Evidence, Doc. IV.A.22). The program continues to thrive with class enrollments meeting capacity seating. Additionally, annual Perkins funds assist with career-related activities. Most recently, projects to develop an improved job placement center for program graduates has taken center stage.

Self Evaluation

To ensure integrity in its programs, San Diego Miramar College has met all the required standards in maintaining its relationships with external agencies. The College has always complied with accrediting commission standards, policies, and guidelines as well as commission requirements for public disclosure, self -study and other reports, team visits, and prior approval of substantive changes. In addition, the College has and will continue to move expeditiously to respond to recommendations made by the commission.

Planning Agenda

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The role of leadership and San Diego Miramar College's governance and decision-making structures and processes are regularly evaluated by the College Governance and Institutional Effectiveness committees.

The Miramar College Governance Handbook (Doc. IV.A.3) contains an appendix with clear instructions on how to recommend changes to the governance model or handbook. Also, the IE Committee has been working on formalizing procedures for assessment of the College's planning cycle, including creating a document that will outline how the ranked annual college-wide priorities have been achieved. The recommendations from each of these committees are reviewed by all four constituency groups, as described previously, and are reviewed by the CEC. If approved by the CEC, the changes are then incorporated into the next revision of the Miramar College Governance Handbook or CWMP (generally both updated on an annual basis).

The President holds biweekly open hours for faculty, staff, and students to meet with her to discuss issues that are of concern in all areas, including leadership and the College's governance and decision-making structures and processes. For issues related to the role of the leadership, the President addresses these issues by working with the President's Cabinet, managers and faculty, classified, and student leaders. The President, in her role as co-chair of the CEC (using input provided by the CGC) works with the CEC members to review and evaluate concerns regarding the College's governance and decision-making structures and processes.

Forums to solicit input and comments campus wide have been used by both the CEC and the CGC. Based on campus-wide discussion and input, significant recommendations brought forward from the CGC on changes to the college-governance structure were approved in 2008 and 2009 to ensure and enhance institutional integrity and effectiveness.

As previously mentioned, this academic year, the CGC has been reviewing potential changes to the overall governance structure that could provide for efficiency and streamlining through a reorganization of the current structure to include fewer standing committees.

Self Evaluation

As described above, and primarily through the recommendations brought forward to campus constituents by the CGC and IE Committee, the College continuously evaluates and enhances the role of leadership and college-governance and decision-making structures. This process allows the institution to identify strengths, weaknesses, opportunities, and challenges.

With the thorough review of the college-governance structure during the last three years and with the formalization of the IE Committee as a standing college-governance committee, the College has made significant strides in fostering continuing improvement of its governance and decision-making processes. With documented processes in place and with continued refinement of these

processes, the College will continue to identify what is needed to make improvements that will enhance student learning and success.

Planning Agenda

The CGC should continue to work on streamlining the participatory-governance model to reduce the number of standing committees and should present recommendations to the campus constituency groups during the upcoming academic year, 2010-11.

SUPPORTING DOCUMENTATION FOR STANDARD IV.A.

Doc. IV.A.1 San Diego Miramar College Catalog, 2009-2010
Doc. IV.A.2 Six Year Strategic Plan, FY 2007-2013
Doc. IV.A.3 Miramar College Governance Handbook 2009
Doc. IV.A.4 Board Policy BP 2510
Doc. IV.A.5 CEC Minutes 02/02/10
Doc. IV.A.6 2009-10 Ranked College-Wide Priorities
Doc. IV.A.7 2010-11 Ranked College-Wide Priorities
Doc. IV.A.8 Administrative Program Review Report Form
Doc. IV.A.9 Instructional Program Review Report Form
Doc. IV.A.10 Student Services Program Review Report Form
Doc. IV.A.11 College-wide goals and objectives, 2008-09
Doc. IV.A.12 College-wide goals and objectives, 2009-10
Doc. IV.A.13 Academic Senate Constitution & Bylaws
Doc. IV.A.14 Classified Senate Constitution & Bylaws
Doc. IV.A.15 ASC Constitution & Bylaws
Doc. IV.A.16 Miramar College Employee Perception Survey, Spring 2009
Doc. IV.A.17 CGC sample agendas and minutes
Doc. IV.A.18 District Governance Handbook
Doc. IV.A.19 District Strategic Plan
Doc. IV.A.20 Site Visit Report dated September 22-23, 2008
Doc. IV.A.21 Program Director's Factual Response to Site Visit Re-approval Report
Doc. IV.A.22 ABA re-accreditation Evidence

STANDARD FOUR

LEADERSHIP AND GOVERNANCE

Standard Coordinator: Kathy Werle,
Vice President of Instruction

STANDARD IV B: BOARD AND ADMINISTRATIVE ORGANIZATION

Co-Chairs:
Susan Schwarz, Administrator
Wheeler North, Faculty
Sean Young, Classified

Members:
Patricia Hsieh, Administrator
Brett Bell, Administrator

Specific Supporting Documentation is listed at the back of each Standard. Acronyms, Abbreviations and Common College Documentation are listed in the INDEX at the end of the report.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The San Diego Community College District (SDCCD) has a five-member Board of Trustees elected from each of five metropolitan districts by a city-wide vote, with staggered four-year terms (Board Policy BP2100, Board Elections, Doc. IV.B.1). Board Policy (Board Policy BP2110, Vacancies on the Board, Doc. IV.B.2) also provides guidelines for filling any vacancy in office. The three presidents of the colleges' Associated Student Councils share the responsibility of the student trustee and rotate "sitting" at board meetings. The institution has a policy manual, available on-line, which shows the Board's role in establishing and reviewing policy on a regular basis (Board Policy BP2410, Policy and Administrative Procedures, Doc. IV.B.3).

The Board of Trustees meets in closed sessions when necessary to discuss personnel issues (Board Policy BP2315, Closed Sessions, Doc. IV.B.4) and holds bimonthly public meetings (monthly during the summer) to discuss all other district business (Board Policy BP2310, Regular Meetings of the Board, Doc. IV.B.5). During each year, one public meeting is held at each college so that the Board can learn about the successes and needs of each site. Additionally, the Board convenes a Trustee Advisory Committee to represent the needs of the community. Board members may also meet with administrators, faculty, students, and classified senate members at the open door session when the Board public meeting is held at each college.

Each board agenda provides opportunities for public comment, presentations, and staff reports as appropriate (Doc. IV.B.5). The current schedule of regular board meetings is posted at the district office and also on the Internet at: http://board.sdccd.edu/meetings.htm. Board decisions are by group majority vote (the student trustee has an advisory vote), and members are sensitive to their specific electoral constituencies. The Board of Trustees has developed numerous policies to ensure the quality of student learning and student support (Doc. IV.B.6), and it has a clear policy for hiring and evaluating the district chancellor (Board Policies BP2431, Chancellor Selection; BP2432, Chancellor Succession; and BP2435, Evaluation of Chancellor; Doc. IV.B.7-9). The Board of Trustees establishes and follows policies that are consistent with the District Mission Statement (http://www.sdccd.cc.ca.us/public/district/mission.shtml).

Self Evaluation

The Board has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The Board receives regular updates on college and district performance in meeting these standards. In addition, the Board has consistently met its obligations related to the hiring and evaluation of district and college administrators.

Planning Agenda

None.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The SDCCD Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. District policies are published and available at http://www.sdccd.edu/public/district/policies/policies-print.shtml. Administrative procedures have been developed to implement policy, and are posted at http://www.sdccd.edu/public/district/policies/procedures.shtml. The District has adopted the Community College League for California (CCLC) model policy subscription service to ensure that policies are consistent with best practices in community colleges. Many board policies were updated in 2006, and district departments are in the process of updating remaining policies and their administrative procedures to be consistent with CCLC guidelines. The Board reviews and approves all policies in an open board meeting.

Statements about quality of program, integrity of institutional actions, and effectiveness of student learning programs and services are to be found in the board-established policies, Mission Statement, Vision Statement, planning documents, and other statements of direction. The Board adopted and published the District mission and goals, shared values and vision, strategic goals, and the 2009-2012 Strategic Plan (http://www.sdccd.edu/public/district/mission.shtml). The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences to meet the educational needs of the San Diego community. The Shared Values: Shared Vision Statement reads: "The San Diego Community College District is a multicultural institution with diverse colleges and continuing education sites and varied priorities. However, we are bound together as an operational unit by a philosophical base of shared values and a shared vision of the future. We share the twin ideals of access and excellence. We are an institution which responds to the unique needs of local communities and student populations. We share an important role as a builder of communities from the classroom to the campus and beyond to the larger components of society. To these ends, teaching and learning are our highest priorities. Today we share the aspirations of our community as we move toward the 21st century." These documents are reviewed at the college level as San Diego Miramar College develops its own planning documents, and they serve as the basis for the College to develop its mission, vision, strategic plan, and ranked college-wide priorities.

Once the Board reaches a decision, it acts as a whole. The current Board has historically voted unanimously on the vast majority of items presented to it. It advocates for and defends the College and protects it from undue influence or pressure. For example, in negotiation of the biotech contract with Workforce Partnership for the ARRA grants, the District facilitated the negotiation to ensure that the College was not held to unattainable standards.

Self Evaluation

The Board reflects the public interest in board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure. The Board of Trustees is effective in representing a broad range of public, college, organizational, and employee interests, including taking a stronger political advocacy role for improvement in the District's and region's community college funding over the past few years. Their primary concern is the quality of programs, effectiveness of student learning programs and services, and integrity of institutional actions. Members are active in their representative communities and in many local, state, and federal organizations, commissions, and associations. They also participate in campus events when available. Individual members maintain open access to constituents via phone, e-mail, written correspondence, public appearances, and various district publications.

The annual campus visit of the Board of Trustees to the College has allowed the Board to learn about and focus on the College's successes, needs, and concerns. These visits have provided opportunities for staff, students, and managers to express concerns about facilities, equipment, policies, funding, and other special-interest matters. It has also allowed the College to showcase its special programs and activities each year.

Planning Agenda

None.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The SDCCD Board of Trustees establishes and follows policies and procedures that are consistent with the District Mission Statement. These policies and procedures govern all activities related to ensuring the quality, integrity, and improvement of student learning programs and services and allocation of resources necessary to support them and to conducting the business of the District and the colleges. Policies are also consistent with the District's vision and goals and are further informed by the District's principles and priorities. The San Diego Community College District 2009-2012 Strategic Plan (Doc. IV.B.10) identifies the priorities approved by the Board.

Development and review of policies and procedures are collegial efforts that involve a variety of participatory-governance groups. For policies and regulations that affect academic and professional matters, the Board relies primarily on the academic senates; on matters within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of administrative staff with input from various constituencies in the development process. Public input to policy making is encouraged. Board meeting agendas are posted on the Board's web site in advance of meetings, and public comments can be made at any open-session board meeting.

Board Policy 2200 gives the Board the responsibility to "monitor institutional performance and educational quality" (Board Policy 2200, Board Duties and Responsibilities, Doc. IV.B.11). This charge is accomplished through regular reports on institutional performance provided by the district departments of instruction and student services and through presentations by college faculty, staff, and managers during on-campus board meetings. Board Policy 2200 also gives the Board the responsibility to "assure fiscal health and stability" of the District. The Board receives regular updates on the District's budget status in regular session board meetings, through meetings of the Board's Budget Study and Audit Subcommittee with the chancellor and the executive vice chancellor of Business and Financial Services, and from the results of independent fiscal audits.

The district budget allocation model is based upon full time equivalent students (FTES); each year, the District and the College work together on the College's overall allocation and its assignment to various budget categories. The overall district draft budget includes the budgets for each college, Continuing Education, and the district departments. The district-wide Budget Development and Institutional Planning Advisory (BDIPA) Committee and the Chancellor's Cabinet discuss the budget prior to distribution to the Board of Trustees for final adoption.

Self Evaluation

San Diego Miramar College's budget allocation has not kept up with its recent growth, particularly in providing funding for staff and resources for co-curricular and student support arenas affected by increasing headcount. Based on the current district allocation model, the College has not been able to obtain the desired level of funding. Due to competition for resources between the various district units, the desired level of funding is never available. The president represents the interests and needs of the College to the Chancellor's Cabinet and the College uses the allocation from the District allocation to meet the prioritized needs of the College through the college-wide planning process. The chancellor and the Board of Trustees advocate for the colleges, including San Diego Miramar College, for resources provided by the State of California and support district employees and students in similar advocacy efforts.

The College and District departments continue to work together to allow the College's students access to the same resources and athletic, cultural, intellectual, and community educational events that the district's other two colleges provide their students and communities. The College acknowledges that the current statewide financial crisis is impacting its ability to provide as many services to students as would be desired. The College is working diligently to ensure that available resources are being used to support college priorities.

Planning Agenda

None.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board monitors institutional performance in a variety of ways, in accordance with Board Policy BP2200. Regular reports on institutional performance are provided by the District and by presentations from college faculty, staff, and managers. Board members have indicated that they have been pleased with the responsiveness of district and college staff to their inquiries about institutional performance. The Board is responsible for all new curriculum and curriculum changes in the District, contracts with faculty and administrators, and tenure and promotion decisions, to name a few. The Board holds the chancellor accountable for educational quality of the District, and the chancellor holds the college president accountable for San Diego Miramar College's educational quality.

The Board consistently requests and receives reports on student learning, student success, enrollment management, and district and college effectiveness. These reports are provided in Board study sessions and public meetings and are also posted electronically for college use. The Board also has a subcommittee on Accreditation and Student Learning Outcomes where reports on student learning and student success measures are reviewed in depth for further discussion and follow up.

Improvement in student success indicators is a priority for the Board and the College. For example, in the 2009 Accountability Reporting for the Community Colleges Report, the Basic Skills improvement rate for San Diego Miramar College was one area in which the College noted its performance was below both the state average and its peer group. Therefore, in the report to the Board, the College specified mechanisms it planned to put in place to improve this measure (Doc. IV.B.12). In addition, the district Institutional Research and Planning (IRP) office conducted further analysis of the basic skills improvement indicator due to "coding problems" that had been identified by the state. The District's internal analysis showed significantly higher improvement rates which were included in the report to the Board.

The Board reviews district legal issues and matters in closed sessions and reports out any actions taken on these issues in open session. Like other board actions, decisions made are final, not subject to the actions of any other entity, except in cases where legal rulings take precedence. In this case, the issue would be directed back to the Board for action.

Board policy also requires that the Board "establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations" and that the Board "advocate and protect the district," (Doc. IV.B.11). The Board helps the College meet this standard through approval of the District and College Mission Statements, by requesting regular updates on legislative matters, and through updates on pending legal issues in closed session meetings. The Board ensures that it meets legal requirements for its conduct, meeting its own standards of conduct (Board Policy BP 2715, Code of Ethics/Standards of Practice, Doc. IV.B.13) as well as legal requirements related to board conduct (e.g. the Brown Act).

The Board of Trustees reviews and approves the annual budget for the District and its individual colleges. The Board ensures that the final budget meets state requirements. It reviews monthly and quarterly financial reports, budget transfers, and annual audits for the District and individual colleges. It pays close attention to bond spending, and works closely with the district Citizens' Oversight Committee to ensure that they are following best practices for bond money oversight.

Board Policy 2200 also gives the Board the responsibility to "assure fiscal health and stability" of the District. The Board ensures that the District adheres to applicable accounting standards (Governmental Accounting Standards Board, or GASB) and receives regular updates on the District's budget status in regular session board meetings and through meetings between the Board Budget Study and Audit Subcommittee and presentations by the executive vice chancellor of Business and Financial Services.

Educational programs and curricula are developed by college faculty and are reviewed through the participatory governance process prior to approval by the Board of Trustees.

Self Evaluation

The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and financial integrity. They receive regular reports and presentations concerning the status of various educational programs, strategic fiscal planning and formal budgets, and student learning outcomes (SLOs).

Planning Agenda

None.

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board of Trustees operates under SDCCD Board Operations Policy series 2000, as well as all pertinent state education and administrative codes. In reality, the electorate makes the final decision as to the performance of board members. The board policy document is published on the District's web site and is available on the internet as of 2009.

The Board has published its policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. Published duties and responsibilities of the Board of Trustees include representing the public interest, defining the mission of the District, setting standards for operations, hiring and evaluating the chancellor, delegating authority to the chancellor, assuring fiscal health and stability, monitoring performance and educational quality, and advocating for and protecting the District (Doc. IV.B.11). The Board conducts all meetings in compliance with the Brown Act. The officers of the Board are elected at the annual organizational meeting (Board Policy BP 2305, Annual Organizational Meeting, Doc. IV.B.14).

Self Evaluation

The Board operates within adopted policies and procedures.

Planning Agenda

None.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Board policies are established and reviewed on an as-needed basis, generally on request from administration or the public, or based on recommendations from the Community College League of California (CCLC) Policy and Procedure subscription service. This service has helped the Board to remain current with legal requirements and good practices related to policy. College and district staff alert the Board of Trustees when and if particular policies are no longer current and appropriate, and the Board responds by developing new or revised policies. The last major policy review was conducted in 2006. Records of board actions (Board of Trustees Meeting Agenda, March 25, 2010 and Board Report March 26, 2010, Doc. IV.B.15-16) indicate that it acts consistently with its policies and bylaws.

Self Evaluation

The Board establishes policies and procedures for the District and delegates the responsibility of them to the chancellor and the colleges. A review of board meeting minutes substantiates the conclusion that the Board acts in a manner consistent with its policies and bylaws.

Planning Agenda

None.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The SDCCD Board of Trustees places strong emphasis on continuing trustee development and on new member orientation. New board members receive an orientation by the chancellor and attend state trustee orientation workshops sponsored by the CCLC, where they receive a copy of the CCLC Handbook for New Trustees. Board members are active in the Association of Community College Trustees. The Board conducts a self-evaluation on an annual basis, consistent with policy (Board of Trustees Meeting Agenda, September 28, 2009, Doc. IV.B.17). They attend an annual retreat facilitated by staff from the CCLC to ensure that board members are up to date on issues that affect board members across the state.

Board members have reported that they help train new members by sharing their own experiences and institutional memory. Members also report that they receive regular updates from the chancellor, college presidents, and academic senate presidents. The student trustees receive comprehensive training in the summer by their advisor, the vice chancellor for Student Services, with participation of the dean of students.

New student trustees also attend an orientation in Sacramento specifically for student trustees. The Board has an Accreditation and Student Learning Outcomes Subcommittee, and the District provides Accreditation Study Sessions for the full Board as the College goes through its self study review process. Board members receive copies of the College's Self Study Report for their review, comment, and ultimately, acceptance.

Board Policy BP2100, Board Elections, (Doc. IV.B.1) describes the method for continuing membership and staggered terms of office; BP2110 (Doc. IV.B.2) provides a process for filling any vacancy in office, and terms are staggered to ensure continuity in the Board as required in BP2100.

Self Evaluation

The Board of Trustees engages in significant continuing education and takes concrete steps to remain up-to-date on critical local, state, and national trends and decisions impacting community colleges, including accreditation trends and issues.

Planning Agenda

None.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board has a written policy to evaluate itself (Board Policy BP2745, Board Self-Evaluation, Doc. IV.B.18). The evaluation has two components: (1) the self-evaluation among board members and (2) the periodic evaluation of board members by faculty, administration, staff, and other parties who are most knowledgeable of and involved in the Board's meetings and other functions. The Board conducts this self-evaluation on an annual basis to ensure that its performance is consistent with its policies.

The Board uses an evaluation instrument that was developed after significant research and review of models used at institutions nationwide. A summary of each evaluation is presented and discussed at a board retreat scheduled for that purpose. The results are used to identify accomplishments and issues for the past year as well as goals for the following year (Results from latest Board Evaluation, Doc. IV.B.19).

The Board has consistently received high ratings in all areas of review. In the few instances in which suggestions were made for improvement, the Board has acted on recommendations. Past recommendations have included the need to increase visibility, increase attention to diversity, and review and update policies more frequently. In each of these cases, the Board has changed its practices in response. For example, the Board developed a Cultural Competency Subcommittee as a result of a recommendation. Results of board evaluations are made public in an open session of the Board of Trustees (Board of Trustees Meeting Agenda, September 28, 2009, Doc. IV.B.17).

Self Evaluation

The SDCCD Board of Trustees has developed a comprehensive and focused process of self-evaluation. Results are reviewed by the Board in an open board meeting and result in continuous quality improvement.

Planning Agenda

None.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board has a published Code of Ethics Policy (Doc. IV.B.13) that clearly outlines expected behavior of board members in terms of their actions and conduct, authority, and interactions with each other and the public. In addition, this policy specifies board accountability and prohibits conflicts of interest. Other policies related to board actions include a policy on duties and responsibilities (Doc. IV.B.11), decorum (Board Policy BP2355, Decorum, Doc. IV.B.20), conflict of interest (Board Policy BP2710, Conflict of Interest, Doc. IV.B.21), political activity (Board Policy BP2716, Political Activity, Doc. IV.B.22), use of public resources (Board Policy BP2717, Board of Trustees Personal Use of Public Resources, Doc. IV.B.23), and communication among board members (Board Policy BP2720, Communications among Board Members, Doc. IV.B.24).

The Board reviewed and updated its Code of Ethics in 2006.

According to Board Policy BP2715, behavior that violates the Code of Ethics will be brought to the attention of the president of the Board of Trustees. The board president will discuss the matter with the board member in question and may establish a review process, if that is warranted, which may include officers of the District. The board president will take appropriate action. If the board president's behavior is alleged to be contrary to the Code of Ethics, the board executive vice president will address the matter.

Self Evaluation

Since the last accreditation, there have been no instances of unethical board-member behavior. The Board has reviewed its Code of Ethics. The current policies in place would be effective if needed to correct impropriety.

While no evidence of board misconduct exists, a Grand Jury investigation of all community colleges in San Diego took place in 2007-08 regarding the conduct of community college governing boards after a series of ethical lapses surfaced at Mira Costa, Grossmont-Cuyamaca, and Southwestern colleges. The District responded publicly to each of the recommendations, indicating that the SDCCD already had policies in place to safeguard against any of the concerns expressed by the Grand Jury (Response Grand Jury Report, August 1, 2008, Doc. IV.B.25).

Planning Agenda

None.

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The SDCCD Board of Trustees has been an active participant in the accreditation self study process as the three colleges in the district have prepared for WASC/ACCJC accreditation. The Chancellor has briefed the Board about the accreditation process and, in particular, about the recent revisions in the standards. She has also provided individual board members with packets of information about the regional accreditation process, the process being used by the colleges to conduct the self studies, the increased emphasis on student learning outcomes as a gauge of effectiveness, and on the Board's role in the process. A special board meeting was held on April 16, 2009 to answer questions of the Standard IV teams from each of the colleges (Board of Trustees Meeting Minutes March 12, 2009 and April 16, 2009, Doc. IV.B.26-27). The Board addressed their performance relative to accreditation standards based upon a series of questions developed by the Standard IV co-chairs from each of the colleges. In addition, board members are aware of their role in accreditation as outlined in the Community College League's Trustee Handbook (Section 4, Chapter 21). Board members have read college mid-term reports and are aware of areas needing improvement at San Diego Miramar College. In that special session with the Board, members indicated that they are particularly interested in and committed to student success, particularly for

underrepresented groups. The Board's level of commitment is further demonstrated by the fact that they have established a Board Subcommittee on Accreditation and Student Learning Outcomes.

Self Evaluation

The SDCCD Board of Trustees has been fully versed about the accreditation process, and trustees have clearly indicated an understanding of the critical role the Board plays in this process. Their willingness to respond to questions from the three colleges related to the standards considerably enriched the self-study process of each college and the overall District.

Planning Agenda

None.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The chancellor is the chief executive officer for the SDCCD. The administration of the District has been delegated to the chancellor, who is charged with administrative functions in accord with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operations of the District has been delegated to the chancellor (Board Policy BP0010, District Administrative Organization, Doc. IV.B.28). The current Board has allowed the Chancellor to implement policies without interference (Board Policy BP2430, Delegation of Authority to the SDCCD Chancellor, Doc. IV.B.29). The Board receives regular reports on district operations and institutional performance at its regular public meetings. Issues that arise at a board meeting are referred to the chancellor for investigation, and the results are report back to the Board for further action, if needed.

The Board is responsible for selecting the district chancellor (Doc. IV.B.7). The process the Board established for the search and selection of the current Chancellor was inclusive and thorough. The current policy was rewritten after the seated Chancellor was hired July 1, 2004, but the essence of the process used was consistent with the new policy. The Chancellor was selected after a thorough and rigorous search, following the same procedures as used in other district management searches, with the addition of district-wide forums and site visits. The Board evaluates the chancellor with a confidential performance rating on an annual basis (Board Report, April 18, 2008, Doc. IV.B.30).

This performance evaluation is based on the annual goals set for the chancellor, on results from the management feedback instrument, on the findings of the Board Evaluation Subcommittee, on the chancellor's self-evaluation, and on the goals and objectives for the following year (Doc. IV.B.9). Results of this evaluation are discussed in closed session, and contract renewal is announced to the public at a regularly-scheduled board meeting (Board of Trustees Meeting Agenda, July 9, 2009, Doc. IV.B.31). The Board and chancellor follow district procedures for the selection and evaluation of college presidents (Procedure 4200.6 and SDCCD Management Handbook, Doc. IV.B.32-33). The presidential evaluation includes a management feedback survey that is distributed to subordinates, colleagues, and peers.

Self Evaluation

The governing board has a written and effective method of selecting and evaluating the chancellor. Governing board policies are administered by the chancellor without Board of Trustee interference. The board agenda is developed by the chancellor in consultation with the Chancellor's Cabinet and District Governance Council (DGC). This agenda helps the Board remain focused at the policy level and the Board follows the agenda closely. The chancellor is held accountable by the Board of Trustees and evaluated by the Board through a process that is different than the other managers.

Planning Agenda

None.

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The President of San Diego Miramar College has been delegated the primary responsibility for the quality of the College. Since her appointment in fall 2005, she has overseen all planning activities of the institution, including organization, budget development, hiring, and assessing and improving institutional effectiveness. The college president guides the process for college planning and institutional improvement by overseeing the College's strategic planning process, institutional planning in the three major service areas (Instruction, Student Services, and Administration), program planning, unit planning, and resource allocation.

Shortly after the last accreditation review, the College experienced significant turnover of college administrators. The majority of contract employees left for career opportunities elsewhere and retirement. Interim employees are not allowed to apply for permanent positions in this district. The relatively short tenure of the administrative team was exacerbated by a large number of interim administrators, as many of the recently-hired administrators were either new to their role and/or new to the College or District. Institutional cultural changes during this time may have encouraged administrative turnover. The entire administrative staff has turned over between 2004 and 2009, with the exceptions of two deans. The resultant learning curve for administrators presented an ongoing challenge for the College. Each time positions changed, a certain amount of momentum and energy was lost due to the time each new administrator needed to acclimate themselves to the job and to learn the local processes, procedures, and culture.

San Diego Miramar College is pleased to report that the College currently has a stable administrative team in place with one exception; with the spring 2010 retirement of the Dean of Technical Careers and Workforce Initiatives, the Associate Dean of Advanced Transportation Technologies and Energy (the College's most senior administrator) became the acting dean in that school. The current management team is able to accommodate the administrative needs of the institution. The College President has worked closely with the three vice presidents to create a cohesive management team responsible for the functional areas of the College. The vice presidents, in turn, are working closely with their administrators, faculty, and staff and with participatory-governance groups on campus to effect ongoing, systematic planning, organization, budgeting, selection and development of personnel, and assessment of institutional effectiveness based on program review.

The College functions have been differentiated from the district administrative and support functions to provide for coordination and economy of scale for support of the three colleges and Continuing Education. The Delineation of Function Map (Doc. IV.B.34) outlines which functions are the primary responsibility of the College and which are managed at the district level, as outlined in Board Policy BP0020 (Doc. IV.B.35). The review of services (program review) for each of these areas is the responsibility of the unit that has primary responsibility for each area. Program reviews for campus services are conducted by and maintained at the campus and include evaluation from those individuals who receive or use the service. Program reviews at the district level are being conducted by the district offices in spring 2010 and will include evaluation from the users of those services. Program review is conducted for the purpose of quality enhancement, increased efficiency, and resource allocation decisions.

The College President has worked to strengthen the planning process at San Diego Miramar College. While a long standing participatory-governance process was in place when she arrived, she guided the planning process through the formation of the Institutional Effectiveness (IE) Committee. This committee is charged to develop, coordinate, direct, and evaluate the college-wide planning process and ensure alignment with the ACCJC accreditation standards and compliance with Title 5 regulations and Education Codes. The IE Committee makes recommendations to the College Executive Committee (CEC). The CEC is the decision making body in the eight areas of academic and professional matters identified in Board Policy BP2510 (Doc. IV.B.36):

The Board shall elect to rely primarily on the advice and judgment of the Academic Senates for the following:

a) Curriculum, including establishing prerequisites and placing courses within disciplines
b) Degree and certificate requirements
c) Grading policies
d) Educational program development
e) Standards or policies regarding student preparation and success
f) District and college governance structures, as related to faculty roles
g) Faculty roles and involvement in accreditation processes, including self study and annual reports

h) Processes for institutional planning and budget development

In instances where the Board elects to rely primarily upon the advice and judgment of the senates, and recommendations are not accepted, the Board shall communicate the reason in writing to the president of each Academic Senates within 30 days of the decision.

In addition, the Board shall attempt to reach mutual agreement with the Academic Senates for the following policy development:

a) Policies for faculty professional development activities
b) Processes for program review, and
c) Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

Self Evaluation

The Employee Perception Survey was conducted in spring 2009, shortly after the hiring of two new deans and when two vice presidencies were unfilled. When asked to respond to the statement "the college's administrative structure is organized and staffed to reflect the institution's purpose, size, and complexity," 41% of respondents agreed or strongly agreed, 38% disagreed or strongly disagreed, and 21% neither agreed nor disagreed. This indicator is likely to be more positive if asked today.

When asked in the Employee Perception Survey to respond to the statement "the faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies," 65% agreed or strongly agreed, 12% disagreed or strongly disagreed, and 23% neither agreed nor disagreed. When asked to respond to the statement "the faculty is central to decision-making involving curriculum development," 73% agreed or strongly agreed, 8% disagreed or strongly disagreed, and 19% neither agreed nor disagreed.

In response to the statement "the classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies," 55% agreed or strongly agreed, 15% disagreed or strongly disagreed, and 30% neither agreed nor disagreed. In response to the statement "in general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college," 71% agreed or strongly agreed, 9% disagreed or strongly disagreed, and 20% neither agreed nor disagreed.

The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda

None.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The administrative organizational structure at San Diego Miramar College is effective for the institutional size and is fairly consistent with that of sister colleges within the District. This structure provides for instructional deans who report to the vice president of Instruction, and department chairs who report to the deans in the instructional schools. One dean and several supervisors in Student Services report to the vice president of Student Services. Several supervisors and a manager report to the vice president of Administrative Affairs and manage a variety of services that are provided both to students and staff on campus. The Organizational Chart for San Diego Miramar College (Doc. IV.B.37) shows the reporting structure and functional areas of responsibility.

At the district level, there are vice chancellors for Instructional Services and Planning and Student Services and an executive vice chancellor for Business Services, who facilitate work across the colleges to address common issues that affect the colleges, such as changes in Title 5 and curriculum coordination. There is a vice chancellor of Facilities and a vice chancellor of Human Resources at the district level. The vice chancellors work collaboratively with the vice presidents. The college vice presidents report directly to the college president, not the vice chancellors.

The college vice presidents, as functional unit managers, recommend organizational structure for their areas. Recommended changes are implemented after consultation with those impacted by the structure. The need for new and replacement faculty and classified positions are identified in program reviews and prioritized annually by the College. The Faculty Hiring Committee determines criteria for prioritization and the process of establishing the faculty lists (currently new and replacement lists) and provides a prioritized list to the CEC for approval. The District uses an allocation model based on college FTES, the state faculty obligation number, and the 75/25 ratio goals of the State Chancellor's Office to determine the number of faculty positions to be filled at the College in a given year, if funds are available. Classified positions are prioritized by the three vice presidents with input from their areas, and the prioritized list is provided to the CEC for approval. The College is required to create new classified or administrative positions from within existing college resources (unfilled positions and discretionary funds).

Each administrator at San Diego Miramar College has been hired based on their qualifications and experience (Administrator Biographies, Doc. IV.B.38) through interviews with a campus screening committee, their manager, and the college president. Each administrator is evaluated annually for the first four years of their employment and every three years thereafter.

Self Evaluation

The President has primary responsibility for the quality of San Diego Miramar College. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda

None.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The President communicates the institutional values, goals, and directions to the community through her active committee participation on the biweekly meetings of the CEC, the IE Committee, and weekly cabinet meetings with the vice presidents. The agendas and minutes of committee meetings are posted on committee web pages. She also presents information at the opening fall and spring semester convocations and in the Annual Report to the Community (Doc. IV.B.39-40). The College's institutional goals and direction are posted on the President's web page and are stated in the College's 6-year Strategic Plan. The President communicated the importance of a culture of evidence and a focus on student learning by devoting the entire Fall 2008 Opening Day program to exercises that solely focused on SLOs and assessment and the entire Spring 2010 Opening Day program to accreditation and the student learning outcomes assessment cycle (SLOAC) (Doc. IV.B.41-42).

Each manager is accountable for the evaluation of their areas of responsibility. Program review data is used in every aspect of institutional planning and resource allocation. Each vice president reviews the documents from their area and identifies issues, needs, and strengths. These are used to develop lists of requested faculty and staff positions, priorities for the unit, and other resource needs. These lists are combined by the vice presidents and presented to: (1) the IE Committee, which develops a list of ranked, college-wide priorities; (2) the Hiring Committee, which develops a list of faculty hiring priorities; and (3) the Budget and Resource Development Subcommittee (BRDS), which prioritizes equipment requests for the College. The IE Committee evaluates timelines for planning annually, and each committee reviews and modifies the processes they use as necessary to improve effectiveness and facilitate achievement of college goals. For example, the Hiring Committee updated their process for prioritizing positions needed last year and early this academic year for the 2009-10 planning cycle and is currently working on modifying that process for use in 2010-11 (Hiring Committee Meeting Minutes, December 2009 and 2010, Doc. IV.B.43-44).

On the 2009 Employee Perception Survey, 63% of the respondents agreed or strongly agreed, 16% disagreed or strongly disagreed, and 22% neither agreed nor disagreed with the statement "the college leaders encourage all members of the college community to take initiative in improving institutional effectiveness." To the statement "the college president provides effective leadership in planning and assessing institutional effectiveness," 46% agreed or strongly agreed, 32% disagreed or strongly disagreed, and 22% neither agreed nor disagreed. At least some members of the writing team believe that these responses would be more positive today, given the information that has been unearthed in the development of this self study report.

The President participated in meetings regarding the development of the College's web and technology infrastructure for the improvement of access to data relevant to evidence such as minutes, agendas, supporting documents, and reports. She is very familiar with college research as evidenced by her participation in the ARCC report and student equity data presentations. She is attentive to SLOAC and program review processes and ensures that the timeline is followed for each part of the college-wide planning process. The campus Research Subcommittee prepares an annual Environmental Scan, and the timeline for its completion date was changed after the 2009 cycle from December to early October to make it available to faculty for program review.

The campus currently does not have a full-time campus-based researcher because of timing and budget cuts, but the position has been created. To meet current needs for data, the district IRP office has assigned a full-time district research analyst to work part time on campus to address local research needs over and above the annual research agenda developed by the college Research Subcommittee. The campus Research Subcommittee is made up of faculty, staff, and administrators as stated in the College Governance Handbook (Doc. IV.B.45) and reports directly to the vice president of Instruction. The district research analyst assigned to San Diego Miramar College and the Director of the district IRP office attend the campus Research Subcommittee meetings. In addition, the College has a research liaison on the district Research Committee, and other campus faculty and staff participate as well. The college Research Subcommittee develops an annual research agenda (Doc. IV.B.46) for the district IRP office. The data for these requests are provided annually by the district researchers at campus forums where questions can be raised, and reports are provided as hard and electronic copies for use by the College in planning and decision making. Unforeseen and urgent data needs are addressed through the campus liaison to the campus Research Subcommittee and then to the district IRP Office. All district institutional research reports are immediately available to the president and are later uploaded to the District's research web site. The president can request data directly through the district vice chancellors or have items added to the campus research agenda.

The chancellor, as the district chief executive officer, updates the Board on program review and research findings on a regular basis. The district Office of IRP reports to the vice chancellor of Student Services.

Self Evaluation

The College meets this standard.

Planning Agenda

None.

IVB.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President places a very strong emphasis on continuous two-way communication about the values, goals, directions, and demonstrable progress towards achieving institutional goals. The process by which the College's Strategic Plan was updated involved representatives from the major constituency groups (Academic Senate, Classified Senate, and management). The draft document was then approved through the participatory-governance process. The six-year strategic plan is formally reviewed every three years to show what has been done to meet the goals of individual areas. The president ensures that the College plans and practices are consistent with statutes, regulations, and governing board policies and align with district plans and practices. For example, the district Strategic Plan was reviewed in the process of identifying and ranking college-wide priorities (Timeline for Updating College-Wide Master Plan, San Diego Miramar College Planning Cycle, Doc. IV.B.47-48).

The President provides a number of regular venues for communication, including an electronically-published monthly eNews and posting of information from Chancellor's Cabinet, CEC, DGC, and other committees on the college web site. She has regularly-scheduled weekly open door meetings that are often focused on sharing information and gathering feedback on critical issues facing the College, such as facilities planning, budget issues, campus climate and improvement strategies, and participatory-governance systems. In addition, the President regularly attends and participates in ongoing committee meetings, including the Academic Senate, Classified Senate, and Associated Students Council, where she continually communicates the College's goals, strategies, vision, and planning strategies and gathers feedback on these issues. The Academic Senate has extended an open invitation to administration to attend their meetings, and the managers have attended regularly.

Each year, at CEC, after inviting comments and suggestions from the entire campus, the Public Information Officer, at the direction of the President, presents a report on the accomplishments and achievements of the College. The most recent is the San Diego Miramar College Annual Report 2008-2009 (Doc. IV.B.49).

Additionally, the President consistently communicates both in person and by e-mail. She announces the web site posting of important district documents as well as state and national news and trends that affect the College's goals and directions.

Finally, at the beginning of each semester, the President makes a presentation on topics of importance to the college community, such as those related to planning and continuous improvement. The agendas and programs are posted electronically prior to the convocation. For the Spring 2010 semester, the major themes were accreditation and SLOAC, where an updated timeline was reviewed that would bring the College to proficiency level by the end of spring 2012.

The President of San Diego Miramar College takes an active role in the College's planning processes, which demand the use of data to demonstrate progress, accomplishment, and improvement in SLOs to make management decisions. She maintains a strong focus on the use of data to improve the College's performance on an ongoing basis. From her first days at the College in 2005, the President has encouraged the use of evidence as a basis for decision making and continuous improvement, both at the institutional effectiveness and the student-learning outcomes level. She has consistently addressed both topics in her work with the IE leadership team. In addition, she supported a revision of the College's program review process to focus strongly on the use of key effectiveness and student learning indicators to determine instructional and student-service effectiveness. On August 23, 2007, the entire opening day program was devoted to college-wide faculty participation in program review training. This event resulted in considerable progress for the College in incorporating a measurement of SLOs not only in the academic and vocational disciplines, but also in the student services and administrative services areas.

The College has attempted several times to fill the campus researcher position. The position is now frozen and the College relies on the district office to provide regular reports about its demographics, student satisfaction levels, and transfer and job placement rates. These regular reports often serve as the primary basis for the College's planning and internal institutional effectiveness work, with the analysis being coordinated by the president and/or IE Committee and in regular meetings of the College's managers. The Campus Research Subcommittee is working with the district IRP office to obtain data needed for program review, various state reports, and establishment of campus priorities. In fall 2009, the district IRP office assigned one of their researchers to work with the College on its Basic Skills Initiative projects and provide the requested data. The district director of IRP also serves as the liaison between the District and the College for meeting the research needs of the College. Clearly the College, with its almost 12,000 students, desires having a staffed position dedicated to research and planning.

A key goal of the College's planning process has been achieved through the IE Committee in the establishment and oversight of a planning process that integrates the following:

- Analysis of key indicators of effectiveness (in particular, those that address student success and student learning);
- Development of goals and strategies carefully chosen to maintain quality where it is present and to foster improvement where deemed necessary; and
- Allocation of resources in a manner that supports the plan (Doc. IV.B.47).

Beginning in fall 2009, the campus moved towards the establishment of a transparent budget process that not only provides the campus with the information to determine the goals and priorities for the coming year, but also connects the college planning process with budget planning and resource allocation. While the College's budget planning process is transparent, it is presented in a manner that is not easily understood and usable for decision-making at the classroom level.

Annual budget development processes are very well laid out. However, smaller detailed processes, such as travel requests, are sometimes delayed or lost due to the complexity of the processes or the inability to identify the current process or routing. Where possible, both college and district administration attempt to troubleshoot and rectify some of these disconnects. However, efficiency and effectiveness are not always visible to end users because of these challenges, even if they are eventually resolved.

Self Evaluation

San Diego Miramar College has been, and remains, a college in transition. The College has experienced significant growth over the last ten years and will continue to grow over the next ten years. As the College has grown, more sophisticated processes became necessary, and the College has addressed this need appropriately. The College, under the direction of the President, has made significant progress institutionalizing several key programs, initiatives, and processes that address standards of best practice as identified within accreditation standards and as required by regulations.

Planning Agenda

The College will continue the work in progress and ensure that all major initiatives, including SLOs, program review, and institutional effectiveness reach and/or maintain the sustainability level outlined in the accreditation rubrics.

IV.B.2.d The president effectively controls budget and expenditures.

Descriptive Summary

The college president participates in the development of all final district and college budget recommendations to the Board of Trustees. The vice president of Administrative Services and the Academic Senate president are the campus representatives on the District Budget Development and Institutional Planning Advisory (BDIPA) Committee. The positions taken and supported by both the president and the Academic Senate represent the priorities established through the campus participatory-governance processes.

The president meets regularly with the college vice president of Administrative Services, solicits recommendations and financial projection reports from all administrative units, and provides feedback and guidance to ensure budgets are developed and controlled based on approved priorities, statutes, regulations, and policies.

Outside funding opportunities have been actively pursued through various grant opportunities. The College was awarded a five-year Title III federal grant in 2004 and, through these resources, was able to develop and institutionalize an integrated planning process, establish Learning Communities, and develop a resource web site for program review and SLOAC. In 2009, San Diego Miramar College received grant funding for five Economic and Workforce development projects and two SB-70 projects totaling approximately one million dollars. Continued funding for the College's Biotech and ATTE (Advanced Transportation Technology and Energy) Centers and ATTE Hub allows the College to provide regional leadership in these initiatives. Two ARRA grants were awarded to develop programs and provide skills in Biotechnology and Medical Laboratory Technician programs from the local Workforce Investment Board, Workforce Partnerships. Faculty and staff assisted in the preparation of all grants and contract proposals. All grant proposals are reviewed for appropriateness to the College's mission and priorities by the president and vice presidents, as well as for issues related to implementation and costs.

The Faculty & Staff Handbook (Doc. IV.B.50) is available online and in hard copy to provide

information on campus procedures and SDCCD policy regarding those aspects of instruction with a budgetary impact, such as reprographics use, mileage and travel reimbursement, and reimbursement for purchases. Regular school and department meetings are held during which budget issues and processes within the department are discussed.

Another source of financial resources is the Miramar College Foundation. The president meets regularly with the Miramar College Foundation Board of Directors. Funds are typically used to support students (i.e. student scholarships) and not for operation of the College.

Self Evaluation

San Diego Miramar College receives an allocation, based on a complicated FTES formula, from the District each year as one of several cost centers within the San Diego Community College District. The president effectively controls the budget and expenditures of the funds allocated to the College through the administrative chain of command. The College is consistent in spending within its allocation and effective in using its funds to meet the prioritized needs of the College.

The California Community College System is facing many fiscal problems that are too significant for a single college to rectify. The College President and District Chancellor have consistently supported regional and state-wide leadership and advocacy activities to improve some of these defects.

Based on campus dialogue about budget, the greatest issues the campus faces are related to staff development aimed to help faculty and staff understand the processes so that they can participate effectively in the budget development process. It is particularly important for the College and District to continuously evaluate and ensure that effective and meaningful communication exists and that the chains of command and related decision-making processes engender trust in those processes and awareness of the factors leading to how and why decisions are made.

Planning Agenda

Continue to communicate with staff and faculty on the budget development process at the district and college levels, and what factors impact it. San Diego Miramar College should continue to seek additional revenues through grant and other developmental efforts.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

As president of a college within a large urban community, the President engages in a great deal of outreach and interaction. The local communities in the college service area include special programs related to the College, such as: the Regional Public Safety Academy, Voluntary Military Education at Marine Corp Air Station Miramar (MCAS), Aviation Maintenance, Diesel Technology, and Advanced Transportation Technician training for auto service partners. The President serves on a number of local, state, and national committees, commissions, and boards and is active in the community life of Mira Mesa, Scripps Ranch, and the I-15 corridor. President Hsieh is a

member of the Asian Business Association Board of Directors; Commissioner, Equal Employment Opportunity Commission of City of San Diego; member of San Diego North Chamber of Commerce; Member, Executive Committee of American Association of Community College Board of Directors; Commissioner, Life Long Learning Commission of American Council on Education; Vice Chair and Service Member, Opportunity Consortium. The College public information officer reports directly to the president.

Self Evaluation

The President has been an excellent ambassador for the College and continues to represent the College well in the community.

Planning Agenda

None.

IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary

The District Delineation of Function Map (Doc. IV.B.35) and the SDCCD Administrative and Governance Handbook 2009-2010 (Doc. IV.B.51) as well as District Administrative Policies BP0010 and BP0020 (Doc. IV.B.29 and Doc. IV.B.36) delineate authority for determining the responsibilities and functions of the colleges and the District; district procedures have been adopted to define roles of authority and responsibility between the colleges and the District. In simplest terms, the provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of the College. This division of labor is intended to reduce redundancy between the colleges and units and to achieve economies of scale for specific services. In addition, this division provides for coordination between the colleges and units, yet allows for autonomy in critical areas such as college prioritization and resource allocation.

The SDCCD is a large and complex organization that provides leadership and facilitates the achievement of the mission and goals of three distinct colleges, a large non-credit organization, and a significant set of national military contracts. As is the case in other large multi-college districts, employees at San Diego Miramar College have concerns about the balance between district bureaucratic control and the College's autonomy, its ability to innovate, the fairness of and intended/unintended consequences to colleges from district allocation formulas and priority-setting, and the balance between strategic planning for the overall District and the strategic planning of individual colleges.

Self Evaluation

Within the parameters inherent to the size and complexity of the District and the necessary integration of authority and work across college and district lines, SDCCD and San Diego Miramar College attempt to work together in the common interest of optimizing SLOs and student services. Clear delineation and communication exists regarding the operational responsibilities and functions in the District through the participatory governance structure of the SDCCD. The Delineation of Function Map is a tool to guide continuing dialogue about the effectiveness of the District's infrastructure for addressing the standards as well as operational effectiveness in general. The District Accreditation Committee communicated the key principle that the mapping document reflects an evolutionary process. Program review of district services was initiated to address the accreditation standards, and the District Accreditation Committee determined that it would reconvene after the current self study process and before the midterm report. At that time, the committee will revisit the mapping document in order to follow up on any planning agenda items relating to the map arising from the four colleges' self studies, to reconsider the accuracy of the map as representative of district/college functions, and to discuss possible suggestions for change to the functional alignment in order to ensure that the accreditation standards are met as effectively as possible.

Ongoing communication regarding the delineation of responsibilities between the District and individual colleges is important; for example, new employees need to be aware of the mapping document. The District should continue to show flexibility so that the delineation of responsibilities can change over time as circumstances and needs change.

Planning Agenda

District and college program review data will be used to streamline and improve processes. The College will engage in on-going dialogue with faculty and staff to help employees understand and participate in district and college processes.

IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The SDCCD Board policy describes expectations for educational excellence and integrity of the colleges and provides framework for authority and responsibility between the College and the District. The chancellor serves as the liaison between the colleges and the Board. A clear delineation of function outlines the operational responsibilities and functions provided by both the District and the College, and in practice, both parties consistently adhere to this delineation.

The people who are responsible for the various operational functions at either the campus or district levels, as well as the individuals who are served by those functions, are usually well informed to the extent of their specific operations. At the detailed levels, an operational chain of command exists that effectively responds to operational questions or needs.

The SDCCD Administrative and Governance Handbook 2009-2010 (Doc. IV.B.51) outlines the way in which the District currently allocates responsibility among the District and the colleges for the many operational functions of the District. The document indicates whether the College or the District has primary, secondary, or shared responsibility for a particular operational function and includes definitions of those responsibilities.

Rudimentary evaluation of the delineation of responsibilities was provided in the Employee Perception Survey. The District initiated a program review process for services in spring 2010.

Self Evaluation

In the last Accreditation Reaffirmation, a recommendation was made stating that "The district should build upon its efforts to clearly delineate the functions of the district and colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges"(Recommendation #4). While the District has provided a response to this recommendation, the College agrees that refinements have been made, and the result has been a greater coordination and integration of services and activities. Numerous efforts have been made to communicate what department has primary, secondary, or shared responsibility for specific functions. In general, through the participatory-governance structure of the SDCCD, clear delineation and communication about the operational responsibilities and functions in the District exists. The District should continue to show flexibility so that the delineation of responsibilities can change over time as circumstances and needs change.

Planning Agenda

None.

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

Since SDCCD organizationally centralizes many of the college operations, San Diego Miramar College depends heavily on adequate and effective services from the district office. Given the cutbacks that have occurred due to the state's budget crisis, the level of services in many areas has been reduced. However, all reductions have been made with the clearly held value that student instruction and support receive priority. The College and the District have worked to backfill vacant positions that provide critical services, in some cases redeploying current employees to new assignments or restructuring positions.

The vice chancellors of Instructional Services, Student Services, Business Services, Human Resources, Administrative Services, and Facilities Management or their delegates meet regularly with their counterparts at San Diego Miramar College to ensure that both the District and the College are providing effective services to support the College's mission and functions. College faculty, managers, and staff interact with the District in a variety of ways. District-wide councils and committees are used to coordinate functions and services in support of the district and college missions. These groups report to the DGC and the Chancellor's Cabinet through the vice chancellors and are instrumental in shaping board policies.

District and college staff participate in numerous meetings as defined in the District Governance and Administration Handbook 2009-2010. Each functional area has a liaison between the District and the College; this liaison coordinates services to the campus. For example, the dean of Library and Technology is the liaison to the District-wide Research and Planning Council and provides them with an annual research agenda for San Diego Miramar College, developed by the campus Research Subcommittee. Also, on an as-needed basis, groups meet to evaluate and improve functional areas with regard to their institutional support mission and function. For example, the IRP group has been informally meeting in campus forums to review the data in each report and make sure the end users understand the data and to look for ways to improve future reports and services.

The Campus Review of Services Committee is one formal process for feedback in the areas of facilities and grounds-keeping. District facility service areas are discussed, and actions taken are reported out at the following meeting (Review of Services Committee Meeting Minutes, Doc. IV.B.52).

The District provides or partners with the colleges in providing a number of vital services that assist the colleges in the performances of their missions and functions in the areas of fiscal services, human resources, information technology, facilities development and maintenance, research, public information, and other areas. To better ensure their quality, district services have initiated their own program review processes which involve a review of data indicators of performance (such as surveys, when those exist relative to the performance of the unit) that will lead to dialogue within the unit about strengths and possible areas of improvement.

In the Employee Perception Survey conducted in early 2009, more than half of the employees responding agreed or strongly agreed that the district office provides sufficient support to the colleges in the following areas:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Business and Fiscal Services	5%	15%	29%	38%	13%
Public Relations/ Communications	6%	11%	27%	41%	15%
Facilities Services	7%	9%	24%	40%	19%
Human Resources	5%	13%	25%	46%	11%
Information Technology	7%	12%	24%	41%	17%
Instructional Services	5%	11%	27%	41%	16%
Student Services	4%	9%	26%	45%	16%
Institutional Research and Planning	13%	10%	35%	33%	9%

Self Evaluation

The District provides effective services to support San Diego Miramar College's mission and functions. As shown in the mapping document, the District partners with the College in good faith to provide the vital services needed. The SDCCD is a multi-college district and prioritizes the ways to best support the mission and functions of the College.

The College has struggled with a perceived shortage of resources and the perception of how those resources are allocated by the District. With respect to the employee perception data, the flaw in perception surveys is that they reflect perceptions that do not necessarily encompass the broader awareness that is needed to accurately identify and correct the systemic problems that are leading to misperceptions about local leadership qualities.

Planning Agenda

The College will work with the District to help with the District's program review process and quality improvement of district services in support of the College's mission.

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

Formulae exist for how general and restricted funds are allocated to the campus based primarily upon FTES coupled with factors. District formulas are used for annual allocation, Perkins allocations, basic skills funding allocation, new faculty positions, and others based upon funding and regulatory requirements. These processes are regularly reviewed by a district-wide Budget Development Committee that consists of representatives from different constituency groups and representatives from each college. All members of the BDIPA Committee provide commentary and recommendations on the adequacy of the methodology and resources that are planned to support their specific college's operations. In addition, the president advocates for the College at Cabinet meetings when an allocation formula seems unequal or provides inadequate funds for a given function. Statewide budget reductions have had a major impact on the committee's operations as it relates to maintaining the formulae. With the cooperation of the Vice Chancellor of Business Services, the committee has been able to ensure that each college receives funding support from the formula that supports the reduced workload imposed on faculty, which resulted in the elimination of sections and turning away hundreds of students. The hours of operation in student service areas have been reduced as well, but layoffs to contract employees have been avoided.

The majority of the College's limited discretionary funds are used to support instruction. The College can elect to move funds for other uses, but one of the College's greatest priorities is achieving its FTES target, as that drives the funding allocation for the following year. Deans and department chairs work with the vice presidents of Instruction and Student Services to prepare a class schedule that best reflects the College's mission while operating within the budget constraints derived from the funding formula.

Establishment of new campus administration and classified staff positions are the responsibility of the campus and require that the College identify the funding source. New positions must be approved by the Board of Trustees.

Facilities management and construction are largely a district function. The campus has had significant input into the construction planning process in regards to the identification of needs, actual programming, equipment purchases, and approval of facilities design. While the College is going through significant physical plant growth with sufficient construction and equipment funding from GAO bonds, the ability to hire staff to support the new facilities has been hampered because of the statewide budget crisis and is yet to be addressed.

In all cases where it is appropriate, district allocations are data driven. Factors such as FTES, counselor/student ratios, and staff distribution studies are used. The District is currently working with the colleges to identify critical classified staffing needs to see if colleges can meet these needs through district reallocation of existing staff.

The Employee Perception Report shows that in response to the statement "the resource allocation model equitably supports college programs and services," 35% agreed or strongly agreed, 36% disagreed or strongly disagreed, 29% neither agreed nor disagreed, and 24% reported that they did not know. In response to the statement "student learning and support needs are central to the planning, development, and design of new facilities," 63% agreed or strongly agreed, 19% disagreed or strongly disagreed, 19% neither agreed nor disagreed, and 18% reported that they did not know.

Self Evaluation

The allocation formulae are consistently applied to all of the colleges, but it is empirically impossible to ascertain if the distribution of resources from the District is entirely equitable. As the smallest campus in the District, there are instances where the campus benefits as well as loses resources in different allocation models, so the allocations are largely perceived as being fair. When asked in the Employee Perception Survey if "the resource allocation model equitably supports college programs and services," 35% agreed or strongly agreed, 36% disagreed or strongly disagreed, and 29% neither agreed nor disagreed.

The second part of this standard probes whether the resources provided are adequate to support the effective operations of the College. The College believes that it is making the most of the resources allocated to it and is able to support effective operations. Given the dire financial cuts imposed by the state (as much as 54% cuts in some funding categories this year), few would argue that the current state allocation of resources is adequate, but the College has effectively prioritized its needs to meet this accreditation standard. To counter the state's budget cuts, district and college leadership has strongly supported local and statewide advocacy efforts, and the College is actively seeking alternative funding sources.

Planning Agenda

None.

IV.B.3.d The district/system effectively controls its expenditures.

Descriptive Summary

The SDCCD has a long history of conservative financial management that contributes to stability and consistency in the fiscal resources of the District. The BDIPA Committee ensures broad-based constituency input into district fiscal policies. The College develops and submits a tentative budget that is reviewed with the tentative budgets of the other colleges and units and subjected to a number of tests for regulatory compliance. A final budget is approved by the Board of Trustees, and all funds are administered at the college and district level using general principles of accounting and processes developed internally and reviewed by independent auditors each year.

The president, working with the vice presidents of Instruction, Student Services, and Administrative Services, ensures that expenditures are within the budget allocated through the District's budget development process. Approvals are required for expenditures, and purchasing policies and procedures are in place. These processes are explained in the Faculty and Staff Handbook (Doc. IV.B.50).

During the budget crisis of 2008-09, the President played a lead role in communicating the extent of the problem to faculty and staff and worked collegially to determine modifications that could be made to programs and services. The President is well-versed in community college budgeting and has provided leadership on developing innovative ways to reach consensus on methods to reduce expenditures without sacrificing class section offerings. The President is an advocate for the College at the district level and has been successful in ensuring that the unique needs of San Diego Miramar College are known to the BDIPA Committee. She has also encouraged the development of grant proposals and entrepreneurial activities to generate additional revenues for the College.

The management of financial resources is maintained through an interactive online system shared between individual campus business offices and the SDCCD vice chancellor of Business Services. The Datatel Enterprise Resource Management system allows online access and input from campuses as well as district-level monitoring. The campus business office monitors budget activity and prepares reports that are distributed to campus leaders for planning and making decisions.

The District maintains a reserve fund of at least 5% to meet cash flow needs as mandated by the state (CCFS-311 year ended 2007, CCFS-311 year ended 2008, CCFS-311 year ended 2009, Doc. IV.B.53-55). However, these funds are not allocated to SDCCD's individual campuses. In addition, San Diego Miramar College maintains a small contingency fund each year to address unexpected needs, new programs, and/or departmental overruns.

The current financial management system provides the campus with accurate and timely financial information on expenditures, purchases, and budget changes. While the current system is workable, many of the campus's information needs require manually-generated reports that combine aspects of the financial and personnel systems that are not currently integrated into a common system. This problem was addressed through the planned implementation of a new administrative software system that sought to fully integrate financial and personnel systems. The installation of the new system was completed in 2006. In the year ended June 30, 2007, SDCCD received a Report to the Board of Trustees and District Management that outlined one significant deficiency and two control deficiencies (SDCCD Report to the Board of Trustees and District Management 2007, Doc. IV.B.56). These items were addressed and mitigated at the district level. These items did not re-occur in the 2008 audit year (Communication with Those Charged with Governance 2008, Doc. IV.B.57). In the year ended June 30, 2009, SDCCD received a Report to the Board of Trustees and District Management that outlined one significant deficiency (SDCCD Report to the Board of Trustees and District Management 2009, Doc. IV.B.58). District's management concurs with the auditor's recommendation on this issue, and the District will review existing operating procedures to insure all year-end liabilities are timely recorded and in the correct accounting period. AP accruals are conducted at the district level and not at the campus level. Based upon the District's response, San Diego Miramar College does not anticipate ongoing financial reporting concerns.

Self Evaluation

San Diego Miramar College has effectively controlled expenditures and consistently stays within its budget allocation. The District maintains more than the minimum fund balance required.

Planning Agenda

None.

IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Board policy clearly specifies the roles and responsibilities of the chancellor and president. According to policy, "The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive" (Doc. IV.B.29).

The Chancellor delegates the authority for local administration and operations to San Diego Miramar College's President and holds her accountable for the operation of the College (Delineation of Function Map, Doc. IV.B.34). Each year the President crafts a set of professional and college-related goals that serves as the basis for the Chancellor's annual evaluation of her. College presidents are expected to strictly adhere to all district policies, and the Chancellor asks that communication between the College and the District be thorough and regular.

Self Evaluation

The SDCCD Chancellor and Board of Trustees hold the San Diego Miramar College President responsible for operations of the College and allow her the autonomy to carry out these responsibilities.

Planning Agenda

None.

IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

District-wide councils consist of district and college representatives and report to the DGC, the district-wide communication, planning, and review forum on matters pertaining to major issues affecting the District (Doc. IV.B.51). This council advises the chancellor, who then makes recommendations to the Board of Trustees. Other major participatory-governance councils at the district level include the BDIPA Committee, District Marketing and Outreach Committee, District Strategic Planning Committee, Curriculum and Instructional Council, Student Services Council, Management Services Council, and Trustee Advisory Council. The Chancellor's Cabinet regularly informs college and district staff of issues discussed at the meeting through widely-disseminated Chancellor's Cabinet Reports (Doc. IV.B.59). Communication from district councils to college

constituents occurs through reports disseminated electronically and posted on the district and/or college web site, including:

- Chancellor's Cabinet Report
- Board Report
- Chancellor's Report
- President's homepage (http://www.sdmiramar.edu/root/president/mission_statement.asp

Agendas and minutes of participatory-governance groups on campus are posted to the campus intranet, which can only be accessed from a campus administrative computer.

As stated earlier, the Board meets at the San Diego Miramar College campus once a year with the purpose of better connecting to the College and engaging directly with its students, staff, and faculty. A part of this session is an open door one-on-one session during which any person can have an informal discussion on any topic with a board member.

The Chancellor regularly sends electronic messages district wide focusing on important and timely topics such as enrollment growth, budget issues, facilities development, legislation affecting the District, and other news of interest to the higher education community.

Self Evaluation

While a variety of communications about the SDCCD Board's actions and communication from the College to the Board are widely distributed in many forms, in an institution this large, there are instances where communication could be more effective. The practicality of communicating every item needed to be known by every employee is not without significant challenges. Information not available in policy or procedure (all available by web access) can usually be obtained by making a phone call or sending an e-mail. The College expects that program review of services will result in improvement in communications between the College, the chancellor, and the Board of Trustees.

The Employee Perception Survey results for the statement "the District Office uses effective methods of communicating with college staff and faculty" showed that 47% of respondents agreed or strongly agreed, 25% disagreed or strongly disagreed, and 36% neither agreed nor disagreed or did not know.

Planning Agenda

None.

IV.B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The Board of Trustees evaluates district governance, decision-making structures, and processes on an as-needed basis to ensure that they assist the colleges in meeting their educational goals. As part of the accreditation self study, faculty and staff were also surveyed to determine whether the governance and decision-making structures were effective. Processes and procedures are reviewed at the various district council meetings and recommendations are forwarded to Chancellor's Cabinet to be considered for recommendation to the Board. In addition, the Chancellor, when new, changed the name of DGC and added additional constituency members with the goal of increasing transparency and more inclusive participation.

To more closely monitor its effectiveness, the District has developed new evaluative mechanisms. Recently, the District completed its first assessment of the district-wide participatory-governance structures in place (Districtwide Shared Governance Structure Self-Assessment, Spring 2010, Final Report, Doc. IV.B.60). Additionally, district departments recently performed their first self assessments, which are similar in scope and purpose to program reviews (Action Plans and Assessments, District Divisions and Departments, March 2010, Doc. IV.B.61). Both of these newly-developed assessment methods will become part of an annual process of self analysis and improvement.

Self Evaluation

The chancellor acts as a liaison between the colleges and the Board of Trustees. Updates from the chancellor and the college presidents are distributed widely via e-mail, web posting, and hard copy. The chancellor, members of the Board, and college presidents regularly present information in person at the convocations that begin each semester. District committee agendas and minutes and college Academic Senate agendas and minutes are important in ensuring effective communication within the District.

The District has been conducting employee perception surveys prior to the self-study cycles to determine adequacy of the District's support services to the College. Because of dialogue with the colleges, the District has agreed to do more research on the efficacy of its role delineation, governance, and decision-making structures and processes to assure its integrity and effectiveness in assisting the colleges in meeting educational goals. The District widely communicates the results of these evaluations and uses them as the basis for improvement. However, the College desires a more formal process for evaluating role delineation, governance, and decision-making structures and processes.

Each of the districtwide participatory-governance committees participated in the self-assessment in spring 2010 by taking the online Shared Governance Self-Assessment. The focus of the assessment was on the contributions the committee made to the districtwide participatory-governance structure as described through the four domains in the self-assessment rubric. For example, one domain was identified as "Participation in Policy and Procedure Development," which was defined with the following qualities: (1) policy decisions are informed by providing current and relevant information that is based on a thorough analysis of the impact and feasibility of the policy; (2) procedures are developed via collective input and feedback from multiple constituency groups; and (3) protocols and standard operating procedures for policies are continuously reviewed for impact and quality of implementation. The survey assessment asked committee members to identify major activities or actions they believe their committee took on a regular basis that related to and impacted the qualities within each domain. Committee members rated the contribution of their committee to the domains on a scale of 5 (primary contributor to all of the qualities in this domain) to 1 (minimal contributor to few qualities in this domain). The individual results were discussed within each committee via a facilitated discussion by the district director of IRP and additional actions taken or recommended were noted. The overall results of the District's first assessment of the district-wide participatory-governance structures are summarized in the Scorecard 2010 (Doc. IV.B.60).

Some interesting insights can be gained through analysis of the Scorecard 2010. For example, the district Budget Development Committee scored high in the Communication domain (4.7), but low in the Participation in Policy and Procedure Development domain (3.8). As another example, the district Instructional Council scored high in the Collegial Consultation domain (4.7), but low in the Participation in Policy and Procedure Development and Integrity and Effectiveness in Goal Attainment domains (3.6 and 3.7, respectively). Finally, the district Marketing and Outreach Committee scored low across all domains (3.1 in Participation in Policy and Procedure Development domain and 2.9 in the Communication, Collegial Consultation, and Integrity and Effectiveness in Goal Attainment domains).

District departments recently completed their first self assessments and action plans. In their report (Doc. IV.B.60), the different district departments identified their mission, core values, and goals. Key activities leading to meeting stated goals were also identified, along with indicators/measures of progress and outcomes. As a result of the outcomes, action plans have been formulated for 2010-11. This report was shared at the end of spring 2010, and few members of the college community have had an opportunity to review it.

Planning Agenda

The college constituency leaders will work through the district governance processes to create a formal process by which the district governance committees are regularly evaluated and the results of those evaluations are communicated to the college community.

SUPPORTING DOCUMENTATION FOR STANDARD IV.B.

Doc. IV.B.1 Board Policy (BP)2100, Board Elections
Doc. IV.B.2 BP2110, Vacancies on the Board
Doc. IV.B.3 BP2410, Policy and Administrative Procedures
Doc. IV.B.4 BP2315, Closed Sessions
Doc. IV.B.5 BP2310, Regular Meetings of the Board
Doc. IV.B.6 List of Policies that ensures equity of student learning and student support
Doc. IV.B.7 BP2431, Chancellor Selection
Doc. IV.B.8 BP2432, Chancellor Succession
Doc. IV.B.9 BP2435, Evaluation of Chancellor
Doc. IV.B.10 San Diego Community College District 2009-2012 Strategic Plan
Doc. IV.B.11 BP2200, Board Duties and Responsibilities
Doc. IV.B.12 Board Study Session on ARCC Fall 2009 Agenda/Minutes
Doc. IV.B.13 BP2715, Code of Ethics/Standards of Practice
Doc. IV.B.14 BP2305, Annual Organizational Meeting
Doc. IV.B.15 Board of Trustees Meeting Agenda, March 25, 2010
Doc. IV.B.16 Board Report March 26, 2010
Doc. IV.B.17 Board of Trustees Meeting Agenda, September 28, 2009
Doc. IV.B.18 BP2745, Board Self-Evaluation
Doc. IV.B.19 Board Evaluation Results
Doc. IV.B.20 BP2355, Decorum
Doc. IV.B.21 BP2710, Conflict of Interest
Doc. IV.B.22 BP2716, Political Activity (Board of Trustees)
Doc. IV.B.23 BP2717, Board of Trustees Personal Use of Public Resources
Doc. IV.B.24 BP2720, Communications among Board Members
Doc. IV.B.25 Response Grand Jury Report, August 1, 2008
Doc. IV.B.26 Board of Trustees Meeting Minutes, March 12, 2009
Doc. IV.B.27 Board of Trustees Meeting Minutes, April 16, 2009
Doc. IV.B.28 BP0010, District Administrative Organization
Doc. IV.B.29 BP2430, Delegation of Authority to the SDCCD Chancellor
Doc. IV.B.30 Board Report, April 18, 2008
Doc. IV.B.31 Board of Trustees Meeting Agenda, July 9, 2009
Doc. IV.B.32 Procedure 4200.6

Doc. IV.B.33 SDCCD Management Handbook
Doc. IV.B.34 Delineation of Function Map
Doc. IV.B.35 BP0020, District Functional Organization
Doc. IV.B.36 BP2510, Participation in Local Decision-making
Doc. IV.B.37 Organizational Chart for San Diego Miramar College
Doc. IV.B.38 Administrator Biographies
Doc. IV.B.39 Opening Day Program Fall 2009
Doc. IV.B.40 Annual Report to the Community
Doc. IV.B.41 Opening Day Program Fall 2008
Doc. IV.B.42 Opening Day Program Spring 2010
Doc. IV.B.43 Hiring Committee Meeting Minutes, December 2009
Doc. IV.B.44 Hiring Committee Meeting Minutes, 2010
Doc. IV.B.45 College Governance Handbook
Doc. IV.B.46 Research Subcommittee Annual Research Agenda
Doc. IV.B.47 Timeline for Updating College-Wide Master Plan
Doc. IV.B.48 San Diego Miramar College Planning Cycle
Doc. IV.B.49 San Diego Miramar College Annual Report 2008-2009
Doc. IV.B.50 Faculty & Staff Handbook
Doc. IV.B.51 SDCCD Administrative and Governance Handbook 2009-2010
Doc. IV.B.52 Review of Services Committee Meeting Minutes
Doc. IV.B.53 CCFS-311 year ended 2007
Doc. IV.B.54 CCFS-311 year ended 2008
Doc. IV.B.55 CCFS-311 year ended 2009
Doc. IV.B.56 SDCCD Report to the Board of Trustees and District Management 2007
Doc. IV.B.57 Communication with Those Charged with Governance 2008
Doc. IV.B.58 SDCCD Report to the Board of Trustees and District Management 2009
Doc. IV.B.59 Chancellor's Cabinet Report
Doc. IV.B.60 Districtwide Shared Governance Structure Self-Assessment, Spring 2010, Final Report
Doc. IV.B.61 Action Plans and Assessments, District Divisions and Departments, March 2010

PLANNING SUMMARY

PLANNING AGENDA SUMMARY

Through the course of any self study, opportunities for improvement arise. These opportunities can originate from self reflection on how one measures up to a specific standard or from a more organic process in which one discovers weaknesses that can be rectified. While preparing this self-study report, San Diego Miramar College identified several ways in which it can improve its: (1) institutional effectiveness, (2) student learning programs and services, (3) acquisition and management of resources, and (4) participatory governance. These areas, summarized below, will be the focus of the College's improvement strategies over the next several years.

1. **The College recognizes that an effective planning cycle is pivotal for the continual improvement of instructional programs, student support services, and library and other learning support services.**

- The College will continue its work to formalize the process and procedure for assessment of the effectiveness of the College's planning cycle towards improving instructional programs, student support services, and library and other learning support services with the proper feed of information from program review and student learning outcomes (SLOs) assessment data.

2. **The College is committed to the full implementation of the student learning outcomes assessment cycle (SLOAC) and the continuous improvement of student services.**

- The College will fully implement SLOAC and tracking system.
- The College will investigate the addition of online English as a Second Language testing in conjunction with its sister colleges once the budget situation improves.
- The College will continue to enhance the integration of student learning outcomes/service unit outcomes into program review and planning processes.
- The College will develop a plan for a network monitoring system for all campus AV equipment.
- The College will work with its sister colleges to evaluate other systems when the current Pay-for-Print contract expires in 2011.

3. **The College will evaluate its human, physical, technology, and financial resources and seek additional resources where necessary to support its expansion.**

- The College will recommend that the District evaluate the College's staffing needs in relation to enrollment growth and facility expansion when the state budget picture improves.
- The College will actively participate in the development of district personnel and payroll services policies and procedures.
- The College will identify funds that will be dedicated solely to technology support.
- The College will continue to investigate new funding sources.

4. **The College is committed to improving the efficiency of participatory governance at the college and district levels.**

- The College will review the College Governance Handbook and structure to continue to make the governance process more effective and efficient.
- The College will work on streamlining the participatory governance model to reduce

the number of standing committees and should present recommendations to the campus constituent groups during the upcoming academic year, 2010-11.

- The College will review the possibility of merging the functions of the three divisional subcommittees that develop processes for program review and student learning or departmental or service outcomes.
- The College will continue the work in progress and ensure that all major initiatives, including SLOs, program review, and institutional effectiveness reach and/or maintain the sustainability level outlined in the accreditation rubrics.
- The College will continue to communicate with staff and faculty on the budget development process at the district and college levels and what factors impact it.
- The College will use district and college program review data to streamline and improve processes. The College will engage in on-going dialogue with faculty and staff to help employees understand and participate in district and college processes.
- The College will work with the District to help with the District's program review process and quality improvement of district services in support of the College's mission.
- The college constituency leaders will work through the district governance processes to create a formal process by which the district governance committees are regularly evaluated and the results of those evaluations are communicated to the college community.

INDEX

Acronyms/Abbreviations
Common College Documents

COMMON DOCUMENTS

2009/2010 Ranked College-Wide Priorities	Doc. IN.53, Doc. I.B.9, Doc. II.A.54, Doc. IV.A.6
ABA Approval Letter for the Paralegal Program	Doc. ER. 21-2, Doc. IV.A.22
Administrator Biographies	Doc. ER.5-2, Doc. IV.B.38
Board of Trustees Meeting Agenda, March 25, 2010	Doc. I.B.31, Doc. IV.B.15
Board Policy 2200	Doc. ER.3-1, Doc. IV.B.11
Board Policy 2510	Doc. IV.A.4, Doc. IV.B.36
Board Policy 2710	Doc. ER.3-2, Doc. IV.B.21
Board Policy 2715; Code of Ethics/Standards of Practice	Doc. II.A.17, Doc. IV.B.13
Board Policy 3100	Doc. IN.28, Doc. II.A.93
Board Policy 4030	Doc. IN.33, Doc. ER.12-1, Doc. II.A.91
Chemistry Program Review	Doc. I.B.4, Doc. III.C.1
Draft SLO Timeline to Proficiency	Doc. IN.20, Doc. ER.19-5, Doc. II.A.27
Program Review/SLOAC Guidebook	Doc. IN.12, Doc. II.A.5
Program Review Annual Report Form	Doc. IN.14, Doc. RR.8, Doc. II.A.10
San Diego Miramar College Catalog	Doc. IN.34, Doc. ER.20-1, Doc. I.A.2, Doc. II.A.3, Doc. II.B.27, Doc. IV.A.1
San Diego Miramar College Employee Perception Survey	Doc. I.A.9, Doc. I.B.21, Doc. II.A.14, Doc. II.B.26, Doc. II.C.6, Doc. III.A.9, Doc. III.B.7, Doc. III.C.12, Doc. III.D.6, Doc. IV.A.16
San Diego Miramar College Fact Book 2009	Doc. IN.50, Doc. ER.10-2, Doc. RR.24, Doc. I.A.3 Doc.I.B.22, Doc.II.A.13
San Diego Miramar College Faculty and Staff Handbook	Doc. IN.27, Doc. II.A.90, Doc. IV.B.50
San Diego Miramar College Library/LRC Point-of-Service Survey, Executive Summary, Spring 2009	Doc. RR.17, Doc. II.C.5

San Diego Miramar College Planning Cycle	Doc. IN.4, Doc. ER.19-2, Doc. RR.4, Doc. I.B.1, Doc. III.D.9, Doc. IV.B.48
San Diego Miramar College Six-Year Strategic Plan FY 2007-13	Doc. RR.18, Doc. I.B.8, Doc. II.A.1, Doc. II.B.35, Doc. III.A.32, Doc. III.B.24, Doc. IV.A.2
San Diego Miramar College Student Satisfaction Survey	Doc. I.B.20, Doc. II.A.39, Doc. II.B.25, Doc. III.B.8, Doc. III.C.13
San Diego Miramar College Governance Handbook	Doc. IN.8, Doc. RR.5, Doc. II.A.8, Doc. II.B.32, Doc. III.D.7, Doc. IV.A.3, Doc. IV.B.45
SDCCD Management Employees Handbook	Doc. III.A.4, Doc. IV.B.33
SDCCD Procedure 5300.2	Doc. RR.11-1, Doc. II.A.60
Summary of Proposed Changes to PR / SLOAC	Doc. IN.13, Doc. IIA.9
Three Year Rolling Technology Plan	Doc. IN.42, Doc. RR.20, Doc. II.C.15
Timeline for Updating the College-Wide Master Plan	Doc. IN.16, Doc. ER.19-3, Doc. RR.10, Doc. I.B.7, Doc. II.A.6, Doc. II.B.24, Doc. III.D.8, Doc. IV.B.47

ACRONYMS AND ABBREVIATIONS USED IN ACCREDITATION STANDARDS

AA	Associate in Arts
AAC	Academic Affairs Committee
AAUP	American Association of University Professors
ABA	American Bar Association
ABSO	Auxiliary Business Services Organization
ACCJC	Accrediting Commission for Community and Junior Colleges
ACRL	Association of College & Research Libraries
ACS	Administrative Computing Support
ACT	American College Testing
ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AFT	American Federation of Teachers
ALO	Accreditation Liaison Officer
AP	Advanced Placement
ARCC	Accountability Report for Community Colleges
ARRA	American Recovery and Reinvestment Act 2009
AS	Associate in Science
ASC	Associated Student Council
ASE	Automotive Service Excellence
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer
ATB	Ability to Benefit
ATTE	Advanced Transportation Technology and Energy
AUO	Administrative Unit Outcome
AV	Audio-Visual
BDIPA	Budget Development and Institutional Planning Advisory
BFAP-SFAA	Board Financial Assistance Program-Student Financial Aid Administration
BOGW	Board of Governor's Wavier
BP	Board Policy
BRDS	Budget & Resource Development Subcommittee
BRIC	Bridging Research, Information, and Cultures
BSI	Basic Skills Initiative
C-Cert	Campus Community Emergency Response Team

CACT	Center for Applied Competitive Technologies
CalWORKs	California Work Opportunities and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CAVE	Committee for Audio Visual Equipment
CBR	Campus-Based Researcher
CBTE	Computer Business Technology
CCC	California Community College
CCCL	California Community College League
CCCCO	California Community College Chancellor's Office
CCCSO	California Community College System Office
CCLC	Community College League for California
CCTI	College and Career Transitions Initiative
CDAC	Campus Diversity Advisory Council
CDC	Centers for Disease Control
CE	Continuing Education
CEC	College Executive Committee
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer
CGC	College Governance Committee
CIC	Curriculum and Instructional Council
CIO	Chief Instructional Officer
CISC	Computer and Information Science
CIT	Counseling Intervention Team
CMS	Content Management System
COC	Citizens' Oversight Committee
CPA	Certified Public Accountant
CPEC	California Postsecondary Education Commission
CPR	Cardiopulmonary Resuscitation
CSID	College Student Identification
CSU	California State University
CTE	Career Technical Education
CurricUNET	Curriculum Approval Process
CWMP	College-Wide Master Plan
DGC	District Governance Council
DL	Distribution List
DE	Distance Education

DRCCC	Disaster Resistant California Community Colleges
DSPS	Disability Support Programs and Services
DSS	Decision Support System
DVD	Digital Video Device
EDGAR	Educational Guidelines and Administrative Regulations
EdTech	Educational Technology
EEO	Equal Employment Opportunity
ELM	Entry Level Math
EMT	Emergency Medical Technician
EOPS	Extended Opportunity Programs and Services
EPT	English Placement Test
ERFF	Emergency Request for Funding
ESOL	English for Speakers of Other Languages
ETTC	Educational Technology Training Center
EVOC	Emergency Vehicle Operations Course
FAA	Federal Aviation Administration
FF&E	Furniture, Fixtures and Equipment
FASA	Filipino American Student Association
FMC	Facilities Management Consulting
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Students
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GE	General Education
GED	General Education Development
GPA	Grade Point Average
HR	Human Resources
HTC	High Tech Center
IA	Instructional Assistant
ICS	Instructional Computing Support
IE	Institutional Effectiveness
IELM	Instructional Equipment and Library Materials
IFAS	Integrated Financial Accounting System
IGETC	Inter-segmental General Education Transfer Curriculum
ILC	Independent Learning Center
INEF	Institutional Effectiveness Committee

IPR	Institutional Program Review
IRP	Institutional Research and Planning
ISIS	Integrated Student Information System
IT	Information Technology
LAN	Local Area Network
LEED	Leadership in Energy and Environmental Design
LLRC	Library and Learning Resource Center
MAG	Microcomputer Advisory Group
MCAS	Marine Corps Air Station
MIS	Management Information System
MLT	Medical Laboratory Technician
MOU	Memorandum of Understanding
MSDNAA	Microsoft Developer Net Academic Alliance
MLTT	Medical Laboratory Technician Training
MTS	Metropolitan Transit System
NASM-CPT	National Academy of Sports Medicine Certified Personal Trainer
NATEF	National Automotive Technicians Education Foundation
NIMS	National Incident Management System
NTC	Naval Training Center
NTCCN	Naval Training Center, Camp Nimitz
OPEB	Other Postemployment Benefits
OT	Office-Technical
PACT	Professional Automotive Career Training
P/BC	Planning and Budget Committee
PDC	Professional Development Center
PLACe	Personal Learning Assistance Center
PO	Purchase Order
PONSI	Program on Non-Collegiate Sponsored Instruction
POS	Point of Service
POST	Peace Officer Standards and Training
PR	Program Review
Prop	Proposition
PTSD	Post Traumatic Stress Disorder
RFF	Request for Funding
RP Group	Research and Planning Group
SANDAG	San Diego Association of Governments

SARS	Scheduling and Reporting System
SAT	Scholastic Aptitude Test
SCANS	Secretary's Commission on Achieving Necessary Skills
SCO	Site Compliance Officer
SCT	System and Computer Technology
SDCCD	San Diego Community College District
SDICCCA	San Diego and Imperial Counties Community College Association
SDICCCLRC	San Diego and Imperial Counties Community Colleges Learning Resources Cooperative
SDSU	San Diego State University
SEMS	Standardized Emergency Management System
SLO	Student Learning Outcome
SLOAC	Student Learning Outcome Assessment Cycle
SPAN	Spanish
SSVC	Student Services Committee
STEAC	Statewide Training and Education Advisory Committee
SUO	Service Unit Outcomes
TAG	Transfer Admission Guarantee
TANF	Temporary Assistance to Needy Families
TAT	Threat Assessment Team
TCO	Total Cost of Ownership
T-TEN	Toyota Technical Education Network
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
USDOE	U.S. Department of Education
USGBC	U.S. Green Building Council
VCR	Videocassette Recorder
VPI	Vice President of Instruction
VTEA	Vocational and Technical Education Act
WAN	Wide Area Network
WASC	Western Association of Schools and Colleges
WE	With Excellence
WSCH	Weekly Student Contact Hours

SAN DIEGO Miramar COLLEGE

10440 Black Mountain Road
San Diego, CA 92126-2910
www.sdmiramar.edu
Patricia Hsieh, Ed.D., President

The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees.
(Mary Graham, Rich Grosch, Bill Schwandt, Maria Nieto Senour, Ph.D., Peter Zschiesche)

Constance M. Carroll, Ph.D., Chancellor

SD Miramar Communications 8/10

www.sdmiramar.edu